

Together in Harmony

A Resource Book for Pre-school Teachers



**Our Neighbours, Our Friends.
Our Environment, Our Heartland**

Fostering Neighbourliness, Responsible Heartland Living
and Eco-Friendliness in the Pre-School Classrooms



**HOUSING &
DEVELOPMENT
BOARD**

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Introduction

Message From Housing & Development Board (HDB):

Our Heartland comes 'alive' when we come together to realise our common dreams and aspirations. Our towns are brought to 'life' when the physical landscape and buildings are complemented by the everyday touches of caring and considerate neighbours, familiar sounds, sights and people. Common interests and activities bring the community closer together, and make residents appreciate one another. All these bring vibrancy to the heartland.

The key objectives of this resource book are

- **To convey the concept of responsible heartland living and how the Housing & Development Board has contributed towards community bonding in the heartland.**
- **To enable teachers to provide meaningful and engaging experiences that allow students to gain a better understanding towards:**
 - **The need to build active and cohesive heartland communities**
 - **Their roles and contributions towards responsible heartland living**

Themes

BE A CONSIDERATE NEIGHBOUR

1. Say "Hello" to your neighbours
2. Play with your neighbours
3. Do not shout when you play at home
4. Do not leave your toys and things in the corridor
5. Do not put your toys on the window ledge or throw them out of the window

BE ECO - FRIENDLY

1. Have plants at home
2. Turn off the tap when not in use
3. Switch off the lights when you do not need them
4. Reduce, Reuse and Recycle
5. Take the bus or MRT when you go out

Teaching Approach

There are 4 main components in the implementation of this programme, as illustrated in the diagram below:



- 1. Using stories:** Stories are used to help children identify with the characters and their behaviours. They offer children positive experiences as they observe how the characters in the stories solve problems and practise acceptable behaviours.
- 2. Using hands-on activities:** Children have opportunities to enact the positive and acceptable behaviours that promote community cohesiveness in the heartland through activities such as role play, re-tell/suggest endings to stories, art and crafts and composition of simple songs.
- 3. Using classroom group activities:** Teachers can set up the classroom to simulate scenarios and situations for children to practise and gain a better understanding of community cohesiveness and eco-friendly living.
- 4. Using peer reflection activities:** These activity sheets are designed to help children reflect on positive/acceptable responses to different situations/scenarios that they might encounter in the neighbourhood. Children can work individually or in pairs to complete these activity sheets.
- 5. Involving the family:** Family members are the children's first teachers. Hence, at the end of each theme, children will be given a "Family Involvement Sheet" that describes an activity that they can do together with their family.

Within each lesson plan, teachers have the flexibility to select the activities that are most relevant and appropriate for the class' needs and developmental abilities. Teachers could also modify instructions to match the children's cognitive abilities.

Teachers can retrieve additional resources such as stories and visual aids from www.hdb.gov.sg/fi10/fi10333p.nsf/w/YOResources?OpenDocument or scan the QR code. Other teaching resources can also be found at www.hdb.gov.sg/heartlandbeat. In addition, teachers can register as a member of Heartland Buzz and be eligible to access the website to blog and share their experiences and views - <http://heartlandbuzz.hdb.gov.sg> (passcode zvip010909).



No fixed timeframes have been accorded to each lesson plan as completion of each lesson is dependent on the children's pace of learning. Objectives of some lessons can be attained within 40 minutes, but others might take more than a couple of hours, which can span a period of one or two weeks. Therefore, teachers are advised to constantly observe the children's progress and assess how activities within the lessons should be introduced to facilitate effective implementation of "Together in Harmony".

The Little Heartland Beanies

The Little Heartland Beanies will be introduced throughout this resource kit. Each of them is used to showcase their good attributes as considerate neighbours and people who practise responsible heartland living.



GREENIE

Greenie absolutely loves gardening and is very careful about where he puts his beloved plants and belongings. No placing of any items on the ledges where they may fall and hit someone! Whenever he does gardening, he will grab a handful of seeds from his trademark sling bag and with a light touch of his magical fingers, plants will start sprouting and flowers will bloom.



CROOBIE

Always seen with his skateboard, Croobie detests air pollution and the exhaust fumes that come out of motor vehicles. That is because Croobie has weak lungs and impurities in the air make him choke easily. He is the most peace-loving Beanie among his friends and does not like to see his friends quarrel. "We can always talk things out" is his motto.



RUBIE

Rubie's handicraft skills are the finest in the universe, and she can make the most beautiful things out of seemingly unwanted items. Her philosophy is always to reduce first, before reusing and recycling. Rubie knows that leaving her items in common corridors and spaces will pose a fire hazard so she makes sure to keep them away neatly so that no one will trip and fall. She is most easily recognised by her famous inverted saucepan-hat and unmistakable buttons made from bottle caps!



ERNIE

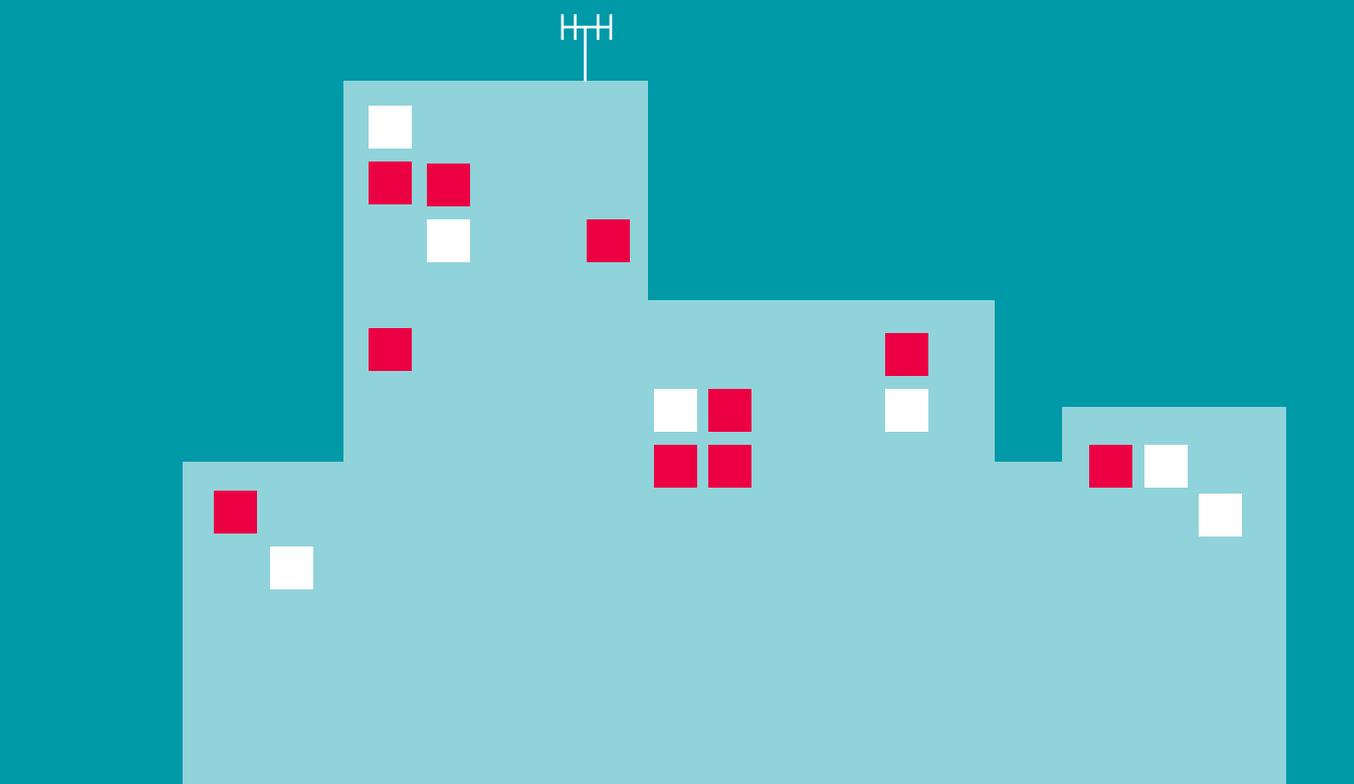
Due to an accident that took place while he was a baby Beanie, Ernie is extremely sensitive to energy usage and twitches uncontrollably whenever there is overusage of energy around him. This causes all appliances within 5 metres of him to shut down! He is very friendly and greets his friends and neighbours everyday with his megawatt smile and a cheerful "Hello!" He loves to have everyone play together and be happy.



WINKIE

Since young, Winkie has always been drawn to water. He has the special power to freeze water flow from any water appliances whenever he detects that water is wasted! His ears are most sensitive and can detect the softest sound coming out from the deepest corner, such as a leaking pipe. Poor Winkie gets most upset whenever people shout or play too loudly because the loud noise will hurt his sensitive ears.

LESSONS



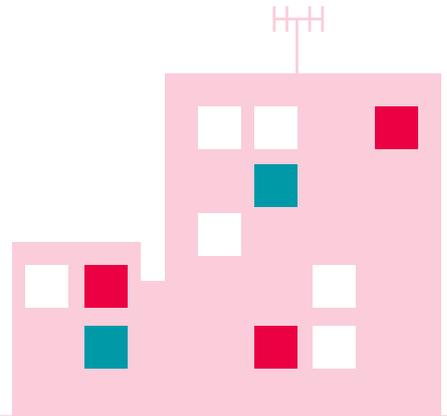
BE A CONSIDERATE NEIGHBOUR

Together in Harmony

Objective



Children will understand that although each one of them may look different from each other, they can still interact and work together harmoniously.



Resources/ Preparation

- Mirrors – 1 mirror to share between 2 children
- Crayons or coloured pencils, glue, scissors, A3 drawing paper (folded into halves; put 2 folded sheets together to make a 4-page booklet to be used for the closure activity)
- A slow piece of music (without voice) for movement activity “Mirror, Mirror on the Wall”
- Magazines or brochures with colourful pictures of toys, children’s books, food, interesting places, etc.



Tuning In

You and Me

- Give each pair of children a mirror. Have them look into the mirror and talk about how they are the same or different.
- Provide drawing materials for the children to draw a portrait of each other.
- After they have completed their drawings, ask them to show their partner his/her portrait and talk about how the drawings look or do not look like each other.
- Display the drawings on the wall/bulletin board in class.



Lesson Proper

Mirror, Mirror on the Wall

- Movement activity (to encourage verbal and non-verbal interaction):
- Working in pairs, children will mirror each other's movement.
 - *Have the children identify themselves as A and B*
 - *Explain the following:*
 - > They will take turns to be leaders and followers.
 - > When the music is turned on, they will move to the music. The leader will begin by doing some body movements while the follower mirrors the movements. The leader can choose to do any actions that he/she enjoys doing.
 - > When the music stops, they will have to switch roles.
 - > Before the music is turned on for each round, the leader will have a few seconds to decide what he/she would like to do.
 - *Play a slow piece of music and begin the movement activity. Repeat the activity at least twice, to allow all the children to take on both the role(s) of the leader and follower.*
 - > At the end of the activity, ask the children what they needed to do during the activity to ensure both their movements are the same (or harmonise with each other).
 - > Ask questions to help them understand that they needed to observe carefully what their friend was doing and talk to and talk to each other to ensure that both persons were doing the movement together.
 - > Talk about how, although they were two different persons, they can still follow each other's actions and enjoy the activity together.



Closure

A Book About Us

- Have the children work with the same partner as the one in the first activity "You and Me". to create a book about themselves. Each pair of children will be given a booklet made from 2 sheets of A3 paper (folded in halves).
- They will need to share with each other the things they like or places they like to go, then draw them in their booklet. Alternatively, they can use pictures in the magazines and brochures provided. Encourage the children to write the words "A Book About Us" on the cover page and decorate it together.

BE A CONSIDERATE NEIGHBOUR

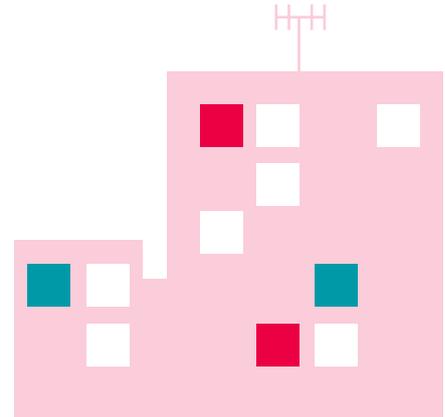
We Are Special

Objectives



Children will

- become aware that each one of them is special; and
- learn to use their special abilities to create a common piece of artwork together.



Resources/ Preparation

- A collage made from scrap paper and recycled materials, such as outdated magazines, newspaper, advertisements and brochures. (prepared before class)
- Newspaper, magazines, advertisement and brochures.
- Stick puppets of The Little Heartland Beanies (**Annex L2-A**): Croobie, Ernie, Greenie, Rubie and Winkie
- Brief descriptions of each Heartland Beanie (found on page 4)
- A piece of A3 size paper for a group of 3 to 4 children
- Song “The More We Get Together” (found in most children’s CDs)
- Classroom Learning Centre Activity “Our Neighbourhood” (**Annex L2-B**)



Tuning In

The Little Heartland Beanies

- Show the children pictures of all the 5 Little Heartland Beanies (made from **Annex L2-A**) and talk about their common features, the differences between them and their special abilities.
- Ask the children how they think the Heartland Beanies can use their special abilities to help make their neighbourhood a pleasant place to live in; some questions to ask
 - *What can Greenie do to make our neighbourhood look beautiful?*
 - *How can Croobie's peace-loving attitude help others to become good neighbours?*
 - *What do you think Rubie would do if she sees a bag of rubbish thrown along the corridor? Why?*
 - *Who will be the best person to talk to when you are feeling sad? Why?*
 - *How do you think Winkie can help make the neighbourhood a quiet place where people can feel comfortable? Why?*



Lesson Proper

Together in Harmony

- Ask the children what special abilities they have – something that they can do; examples – sing, draw, paint, colour, run fast, careful in completing work given to them by their parents and teachers, gentle to their friends or polite to others.
- Show the collage made before class. Ask the children what it was made of and how they think the collage was made –
 - *Made from different types of paper*
 - *Made by cutting, tearing, gluing, folding, etc.*
- Give each group of 3 to 4 children a piece of A3-size paper and some newspaper, magazines and brochures and ask them to create a collage about "Our Neighbourhood". Before they begin the task, have the children discuss how each of them will contribute to the completion of the task – Who is good with the scissors, who is not afraid of glue, who can tear straight edges, etc.
- Give the children sufficient time to complete the collage.



Closure

The More We Get Together

- **Show-and-Tell:** The children will display the completed collage and tell their friends what they have done and why they chose those ideas.
- Encourage the children to talk about how they worked together as a group, and how they used their special abilities to complete the collage.
- End the session with the song "The More We Get Together."



Classroom Learning Centre Activity

Our Neighbourhood

Purpose:

Children will work together to complete the picture of the neighbourhood so that it is more enjoyable and comfortable for the people living there.

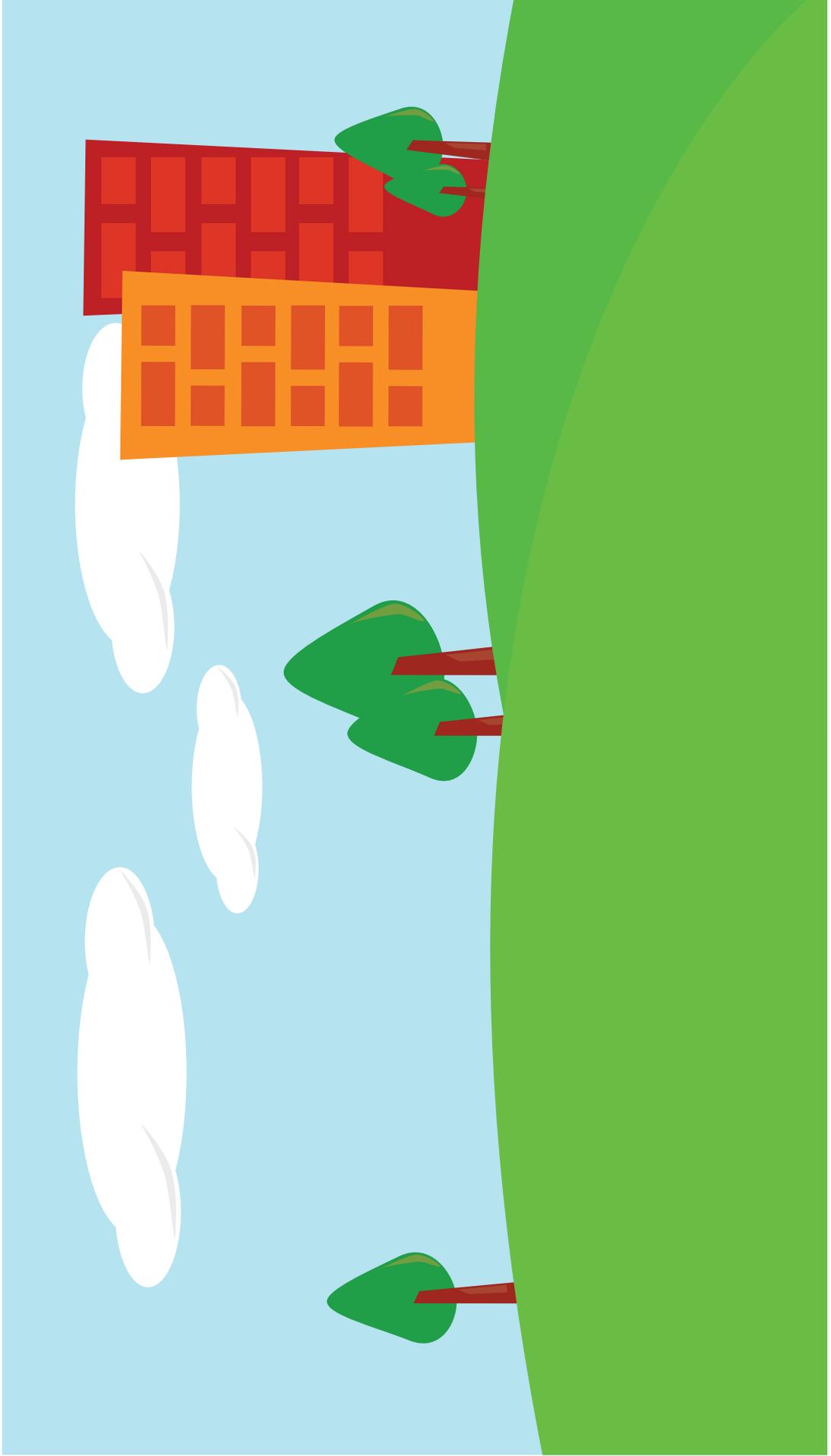
Place the following materials in different trays at the Art and Craft Learning Centre:

- Laminated sheets of picture found in **Annex L2-B**
- Non-toxic water-soluble markers of different colours (medium-sized tips)



Annex L2-B
CLASSROOM LEARNING CENTRE ACTIVITY
Our Neighbourhood

Draw in details to make the neighbourhood brighter and more fun to live in.



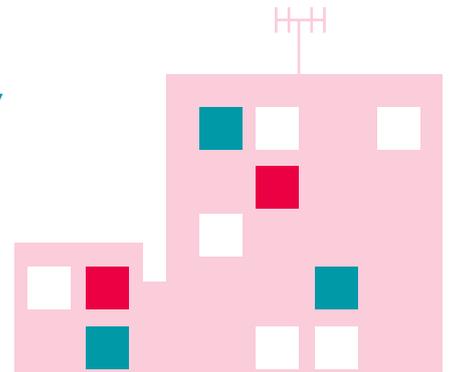
Say Hello

Objectives



Children will

- learn to be friendly to others and that it begins with them greeting others politely and responding to others' greetings courteously; and
- learn to say "hello", "good morning", "good afternoon" and "goodbye" in Mandarin, Malay and Tamil.



Resources/ Preparation

- A "Good Morning" song – An example is given in **Annex L3-A: "Good Morning, My Neighbour and Friend"**
- A puppet – any soft toy, or hand-made stick puppet; name the puppet and call him/her by that name when introducing him/her to the children
- Story "Hello with a Smile" (**Annex L3-B**)
- Mahjong paper/White board and markers
- Drawing tools for children to complete their illustrations
- Speech blurbs (**Annex L3-C**) – cut the blurbs out for children to use in their illustrations



Tuning In

Good Morning Song (Annex L3-A)

- Gather the children to sit in a circle with you and greet them by singing the "Good Morning" song and moving around to shake each child's hand.
- Sing the song a second time; have the children go round to greet their friends as they sing.



Lesson Proper

Say Hello

- Introduce the puppet; ask,
 - *Who do you think this is?*
 - *Have you ever seen him before?*
 - *What do you think you should say to him? (Hello, good morning, how are you? etc.)*
 - *Did you say "hello" to anyone this morning on your way to school?*
 - *Why do we have to greet someone politely when we see the person?*
- Say, "Let's say "hello" to (name of puppet) by singing the "Good Morning" song to (name of puppet)." Move the puppet closer to the children so that they can wave or "pat" him/her as they sing the song. Substitute the words "my neighbour" to "dear (name of puppet)"
- Read the story "Hello with a Smile" (**Annex L3-B**); after the first "Hello and good morning", encourage the children to repeat the phrase with you as you continue with the story.
- Repeat the story. Pause at relevant points of the story, and ask,
 - *Did Mr Gupta greet Jia Ming in return? What did he say? (Hi!) What else do you think he can say to Jia Ming?*
 - *Did Ms Chia greet Jia Ming in return? Did she say anything? (No, but she smiled.) Why?*
 - *Did Mrs Amit greet Jia Ming in return? Why? (Mrs Amit was busy talking with her friends.)*
 - *What did Teacher Betty say to Jia Ming when he greeted her? (Good morning, Jia Ming. You look really happy this morning!) Why?*
 - *What do you think you can say in return when someone said "hello and good morning" to you?*
- List the children's answers on the white board or a piece of mahjong paper pasted against a wall or display board in front of the group.
- Ask, "Do you know how to say "Hello and good morning" in Mandarin, Malay and Tamil language? Encourage the children to respond based on their personal experiences and practices at home. Example of questions that you can use,
 - *What do you say to your grandpa or mother when you see them in the morning?*
 - *How would you say "Hello, good morning" to a neighbour who does not understand English?*
- Re-tell the story and change the greetings to the other languages; pause at each greeting and have the children say them together:
 - *Mr Gupta – Tamil* - *Ms Chia – Mandarin*
 - *Mrs Amit – Malay* - *Teacher Betty – English*



Closure

What Should I Say?

- Provide sheets of drawing paper for the children to illustrate one part of the story “Hello with a Smile”. They may choose to draw any part of the story.
- Encourage the children to think about different ways to respond to Jia Ming when he says “Hello and good morning” to them.
- Allow the children to discuss in pairs what they would say to Jia Ming. They can write the response on their own or use the speech blurbs provided by the teacher (**Annex L3-C**).
- Provide them with drawing tools and allow them to decide how they wish to illustrate.
- Conduct a picture talk using the children’s illustration. Ask,
 - *Why did you say “...” to Jia Ming?*
 - *How do you think Jia Ming feels when you said that?*
 - *(Optional) What else do you think you can say to Jia Ming so that he will feel happier?*

Annex L3-A

SONG

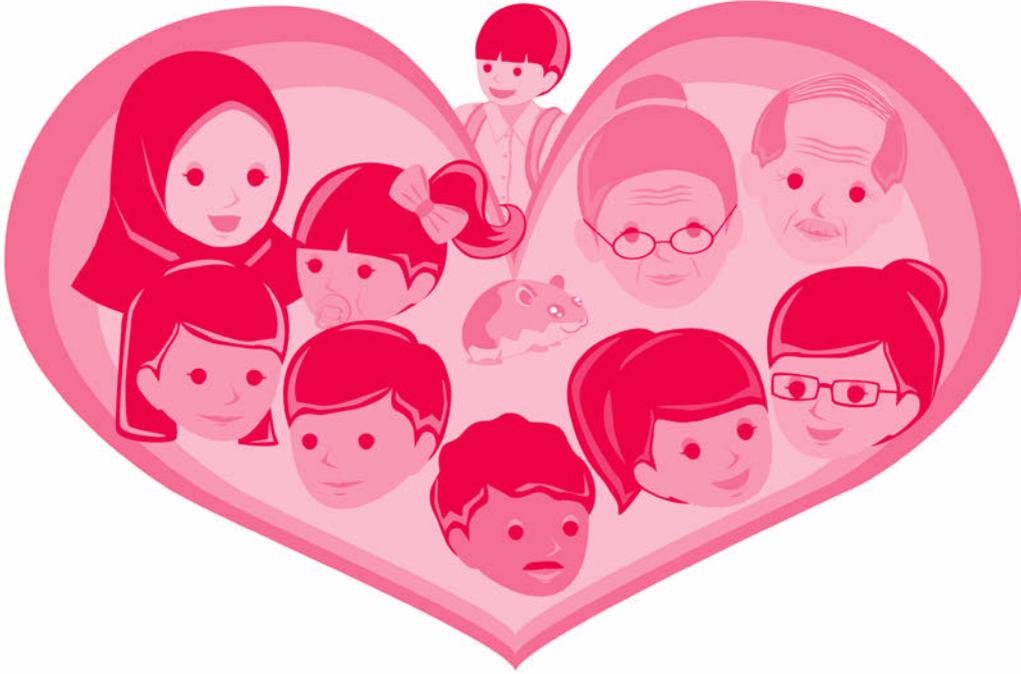
Good Morning, My Neighbour and Friend

GOOD MORNING MY NEIGHBOUR AND FRIEND

by Melinda Eng



Annex L3-B
STORY
Hello with a Smile
 (by Melinda WY Eng)



Jia Ming lives on the 4th floor of Block 72 in Ang Mo Kio Avenue 2. Every morning, when he wakes up, guess what is the first thing he does? On his way to brush his teeth, he says “hello” to his little sister, and of course, Mia the brown fluffy hamster. Then he says “good morning” to his grandpa and grandma, his mum and his dad.

As he gets ready for school at the doorstep, he greets Mr Gupta his neighbour, “Hello and good morning, Mr Gupta.”

In the lift, he meets Ms Chia, all dressed up for work. Guess what he says? “Hello and good morning, Ms Chia.” As he walks to his kindergarten, he meets Mrs Amit coming back from the market. Guess what he says? “Hello and good morning, Mrs Amit.”

What do you think he says the first thing he meets his teacher at school? “Hello and good morning, Teacher Betty.”

Jia Ming always says “hello” and “good morning” with a great big smile. And guess what he gets in return? Many great, big, humongous smiles!

Hello, good morning to you too.

*I'm well,
thank you.*

How are you?

Hello, where are you going?

*Enjoy the
sunshine.*

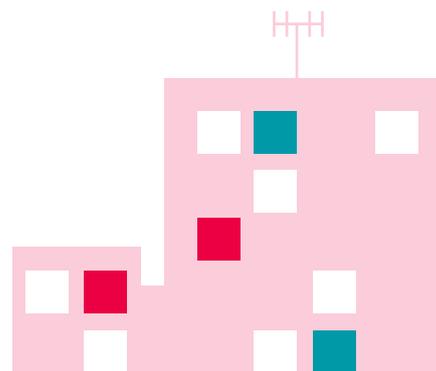
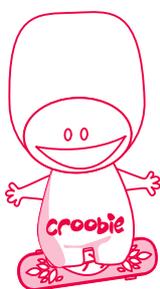
Have a nice day!

Play With Me

Objectives

Children will learn that

- they can show friendliness to their neighbours by inviting them to join in their games; and
- sometimes they can be the one to approach their neighbours and befriend them, instead of waiting to be invited.



Resources/ Preparation

- Picture chart - **Annex L4-A**; enlarge to A3 size for picture talk
- Story "Play with Me" (**Annex L4-B**)
- Game cards – 10 cards with pictures of different shapes on it (**Annex L4-C**); enlarge to A5 size per card; make enough sets for each group of 6 – 8 children
- Classroom Learning Centre Activity "Play with Me" (**Annex L4-D**)



Tuning In

Picture Talk

- Talk about the pictures in the chart (**Annex L4-A**); ask,
 - Can you tell me what some of the people in the picture are doing?
 - (Point to the 4 children in the foreground, one of them holding a football) What do you think they are discussing?
 - What do you think the boy in the pair of black pants is saying to the other 3 children?
 - Do you think he is friendly?
 - Do you think the boy holding the football is willing to play with the other 3 children?
 - What makes you think that the 4 children are friendly/unfriendly to each other?



Lesson Proper

What is Friendliness?

- Discuss the following:
 - *Do you know of someone in your neighbourhood who is friendly? Who is this person?*
 - *What does he/she do to make you think that he/she is friendly?*
- Provide drawing materials for the children to draw the person in the neighbourhood whom they think is friendly.
- Have a “Show-and-Tell” about the person in each child’s drawing.

Story: Play With Me

- Read the story “Play With Me” (**Annex L4-B**) to the children, and help them think about things that they can do to be friendly towards people in their neighbourhood; ask,
 - *What would you do to show someone that you are friendly?*
 - *What would you do to show someone that you would like to play with him/her?*
- Explain to the children that friendship is a two-way relationship, so they must take initiative to befriend others and not wait for others to approach them all the time. In addition, those who have many friends should look out for those who are always alone, and take steps to welcome them in their play. Some questions that you can ask:
 - *What does it mean by being a friend? How does a friend help you?*
 - *What would you do to show that you would like the person to be your friend? (For example, speak politely, being honest, helpful, cooperative or trustworthy.)*
 - *Can you still be friends if you fight or argue sometimes?*



Closure

Friendship Shapes

- Divide the children into groups of 6 to 8.
- Each group is given a pile of game cards (**Annex L4-C**) to work together as a group to create shapes with their bodies. Each member in the group takes turn to draw a “shape” card for the group to create a shape. All members must be part of the shape.
- As the children are working together, encourage them to cooperate, speak gently and politely and help each other to complete the given task.
- Take photographs of the shapes that the children make and create a book about cooperation and shapes. Comments can be written about how the children help and take care of each other during the game.



Classroom Learning Centre Activity

Story Box: Play With Me

Purpose: Children will become more aware of what it means to make friends by creating an ending for the story “Play With Me” and role play it using puppets and props.

- Provide the following:
 - A large shallow box containing stick or finger puppets made from pictures in **Annex L4-D**; and
 - Other props to make the role play more interesting - for example: green material to be used as grass patch for the playground, a bench for Putra and Ms Peterson or a ball.
- Encourage the children to create an ending to the story “Play With Me” and role play the story using the stick puppets.

Annex L4-A
Picture Chart



Annex L4-B
STORY
Play With Me
(by Melinda WY Eng)



Once upon a time, there was a boy named Putra. He was always sad. Wherever he went, he was always alone. No one rode bicycle in the park with him. No one played with him in the playground. No one played soccer with him in the field.

One day, Putra's teacher, Ms Peterson, asked, "Why don't you play with the other children?"

Putra murmured, "They don't want to play with me."

"How do you know?" asked Ms Peterson.

"Because no one asked me to play with them," Putra replied.

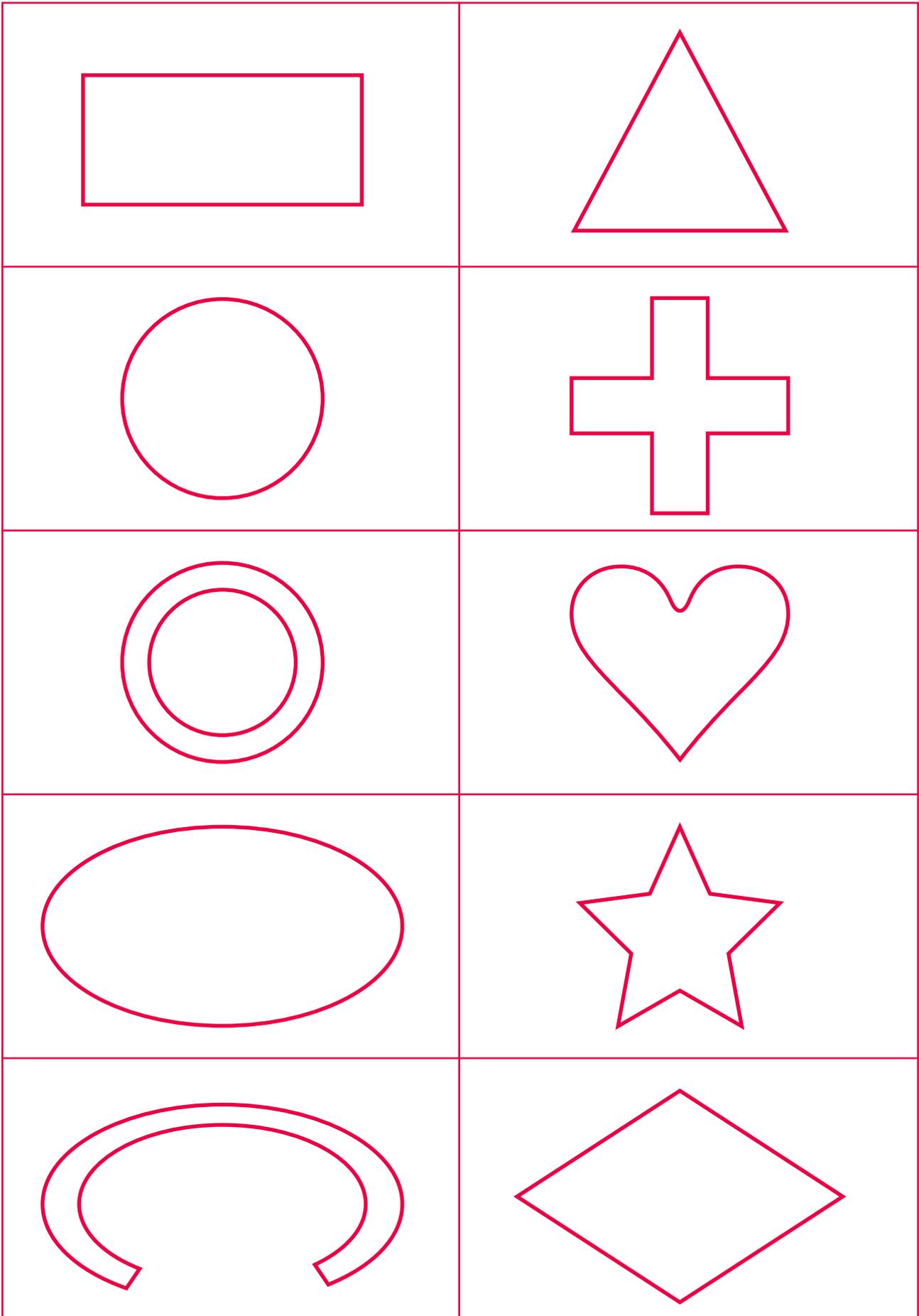
"Then, why don't you ask them if you can play with them," Ms Peterson suggested.

Putra had never really thought about it this way.

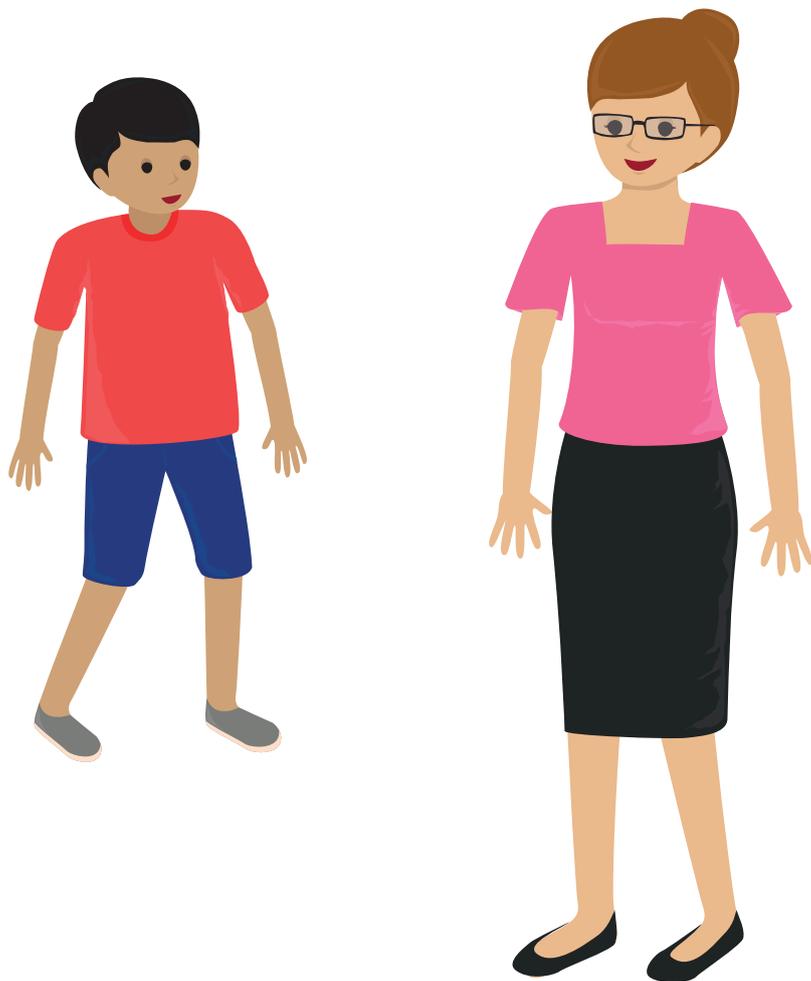
"But what if they say 'no'?" Putra asked.

"But what if they say 'yes'?" asked Ms Peterson.

Annex L4-C
Game Cards for "Friendship Shapes" Activity



Annex L4-D
CLASSROOM LEARNING CENTRE ACTIVITY
Story box - Play With Me



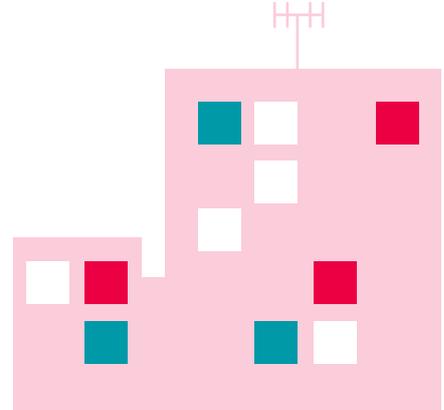
BE A CONSIDERATE NEIGHBOUR

Magic Words



Objective

Children will learn about being courteous and polite to neighbours and people they meet in the neighbourhood.



Resources/ Preparation

• Labels of the following words/phrases:

- "Excuse me" - "Pardon me" - "Please"
- "Thank you" - "I'm sorry" - "You're welcome"

• Song lyrics "Bibbidi Bobbidi Boo" (**Annex L5-A**)

• Picture of Croobie (**Annex L5-B**) – use the template to make a stick puppet of Croobie for story-telling

• (Optional) Visuals for story-telling "Croobie Had An Accident" – skateboard (made from cardboard with 4 wheels drawn on one of the surfaces), Rubie, old lady, passer-by

• Props for dramatising the story "Croobie Had An Accident" – skateboard (made from cardboard), scarf or walking stick for the old lady, pink apron for Rubie and a cap for the passer-by in the story



Tuning In

Magic Words

- Have the children listen to the song "Bibbidi Bobbidi Boo" (**Annex L5-A**) and/or watch the video retrievable from <https://www.youtube.com/watch?v=xxBbUuKmV60>; ask,
 - What was the magic word used by Cinderella's Godmother?
 - What happened when she said those words?
- Ask the children if they know of any other magic words.
- Say the following words and ask if the children know what they are, who would use the words and what will happen when those words were said in stories:
 - Abracadabra (used by magicians)
 - Open sesame (used by Ali Baba and the Forty Thieves)
- Encourage the children to say the words with you, first slowly, then try to say them faster.



Lesson Proper

Please, Thank You, Pardon Me

- Explain that we use “magic words” everyday too. Introduce the following “magic” words/phrases:
 - “Excuse me” - “Pardon me” - “Please”
 - “Thank you” - “I’m sorry” - “You’re welcome”
- Ask the children when they would be expected to say those words.
- Talk about how using these “magic” words/phrases make others feel – good, respected, happy, etc.

Croobie Had An Accident

- Introduce Heartland Beanie Croobie (use template in **Annex L5-B** to make a stick puppet of Croobie) and emphasise that Croobie is the most helpful and peace-loving Beanie among his friends and does not like to see his friends quarrel; his motto is “We can always talk things out”.
- Cite the following encounters of Croobie and ask the children what magic words would Croobie, the peace-loving and polite Beanie, say:
 - *Croobie was skating at a park and saw his friend Rubie walking along the path in front of him. He did not want to frighten Rubie, so what should he say before going past her? (Excuse me)*
 - *Rubie stopped walking and allowed Croobie to skate past her. What should Croobie say to Rubie for allowing him to pass? (Thank you)*
 - *As Croobie passed Rubie, he accidentally tripped on a stone and fell. Rubie ran towards Croobie to help him up. What should Croobie say and how should Rubie respond to Croobie? (Thank you, You’re welcome)*
 - *An old lady passed by and asked if Croobie needed an ambulance. Croobie could not hear the old lady properly. What should he say to get the old lady to repeat what she just said? (Pardon me)*
 - *When Croobie fell, his skateboard rolled forward and hit the leg of a passer-by. What must Croobie say to the passer-by? (I’m sorry)*

For each of the above situation, add visuals or props to make the discussion more interesting.



Closure

Role Play “Croobie Had An Accident”

- Dress up the children for the different characters in the story. Have the children dramatise the story “Croobie Had An Accident”. Encourage and remind them to verbalise the “magic” words and phrases clearly as you read the story.

Annex L5-A**SONG****Bibbidi Bobbidi Boo**

(written in 1948 by Al Hoffman, Mack David, and Jerry Livingston)

Salagadoola mechicka boola

Bibbidi-bobbidi-boo

Put 'em together and what have you got

Bibbidi-bobbidi-boo

Salagadoola mechicka boola

Bibbidi-bobbidi-boo

It'll do magic believe it or not,

Bibbidi-bobbidi-boo

Salagadoola means mechicka booleroo

But the thingmabob that does the job is

Bibbidi-bobbidi-boo

Salagadoola menchicka boola

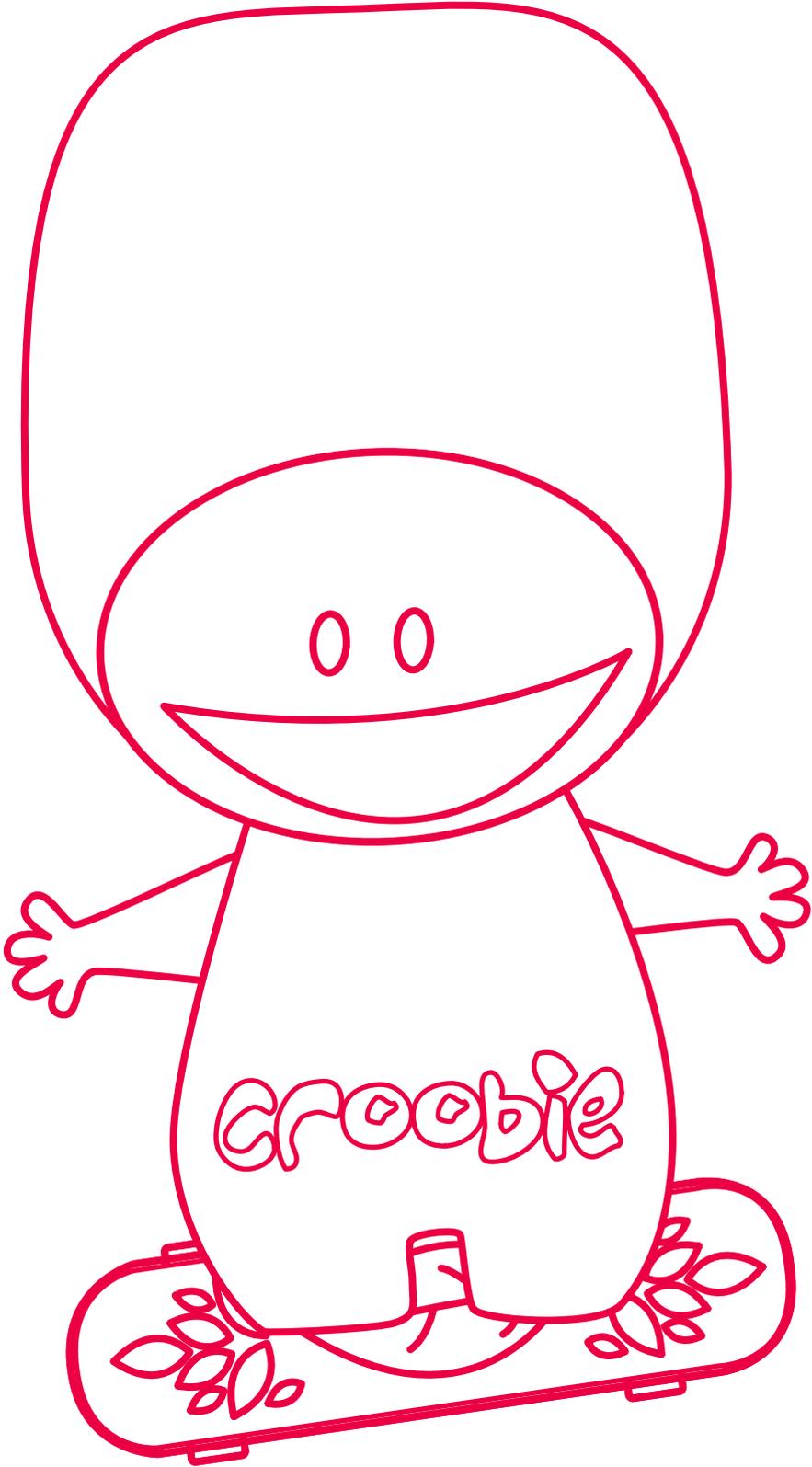
Bibbidi-bobbidi-boo

Put 'em together and what have you got

Bibbidi-bobbidi

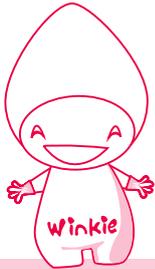
bibbidi-bobbidi

Bibbidi-bobbidi-boo



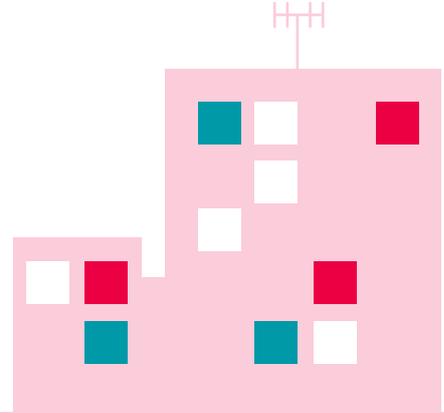
BE A CONSIDERATE NEIGHBOUR

Peace-Loving Friends



Objective

Children will learn about ways to resolve conflicts in order to maintain harmonious friendships.



Resources/ Preparation

- Puppet/picture of Croobie
- 2 puppets (give each puppet a name) - to use when relating the scenario
- Peer Reflection Sheet "What should they do?" (**Annex L6-A**) – Each child to have one, although they are working in pairs



Tuning In

Peace-loving Croobie

- Recall the special characteristics of Croobie:
 - Always seen with his skateboard;
 - Detests air pollution and the exhaust fumes that come out of motor vehicles;
 - Has weak lungs and impurities in the air make him choke easily;
 - The most peace-loving Beanie among his friends;
 - Does not like to see his friends quarrel; and
 - "We can always talk things out" is his motto.
- Ask,
 - What do you think Croobie

would say if someone wants his skateboard?

- What would Croobie do if he sees two children shouting at each other?
- What would Croobie do if his neighbours throw an empty soft drink can at his doorstep?



Lesson Proper

- Describe the following scenario using two puppets:
 - *(Puppet A) and (puppet B) were cleaning up after a barbeque at the pavilion near their homes. Suddenly (puppet A) commented that the ground of the pavilion was still dirty and that (puppet B) should sweep it once again. (Puppet B) refused and said that some of the things could not be swept away and it was the wind that blew all the dirt back into the pavilion. They began to shout at each other.*
- Ask, "How should puppet A and puppet B be peace-loving like Croobie and solve their problem without shouting at each other?"
- List down the children's suggestions and discuss different ways to resolve conflicts with friends:
 - *Take turns to talk about what they think;*
 - *Talk to each other about how they can do it differently;*
 - *Offer to help each other; and*
 - *How they should agree with each other to complete the task or solve the problem in a better way.*



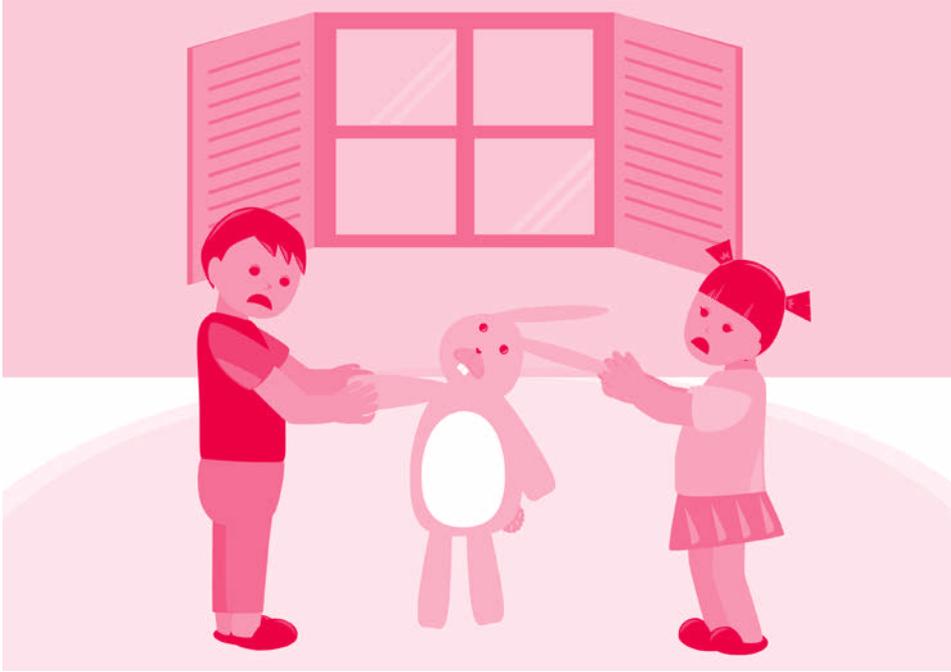
Closure

Share and Be Friends

- Talk about the scenario depicted in the Peer Reflection Sheet "What should they do?" (**Annex L6-A**).
- Have them complete the Peer Reflection Sheet in pairs.

Annex L6-A
PEER REFLECTION SHEET
What Should They Do?

Working in pairs, talk about what the two children in the picture should do so that both of them will be happy again. Draw the solution in the second box given below.



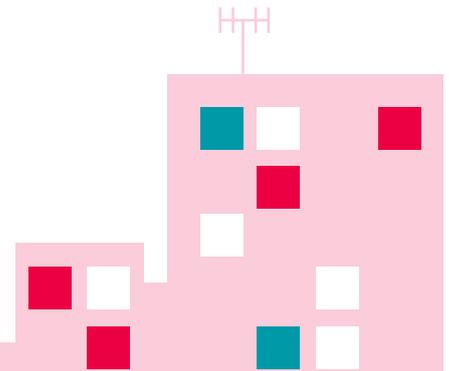
OUR ANSWER:

Types of Voices

Objective



Children will understand that they possess 2 different types of speaking voices – inside and outside voices - and they need to use them at appropriate places and time.



Resources/ Preparation

- *The Circle Song (Annex L7-A)*
- *Picture cards for “Loud and Soft Sounds” activity (Annex L7-B)*



Tuning In

Circle Song (Annex L7-A)

- Introduce the Circle Song. Move according to the lyrics of the song as it is sung.
- At the end of the last phrase, tap the floor with alternate hands – first slow, then fast, then lift both hands up and over the head as you make the sound of a siren.

Repeat this exercise 2 to 3 times, then do a slow and quiet movement such as pointing the nose with the index finger or wiggling the toes with legs close to the body.



Lesson Proper

Loud and Soft Sounds!

- Have the children make a loud sound by stamping their feet; then ask,
 - *Can you make a soft sound with your feet? (tap lightly or tip toe on the spot)*
 - *Can you make a loud sound with your hands? (loud clap)*
 - *Now, can you make a soft sound with your hands? (pat or tap finger tips).*
- Discuss how the voice can increase and decrease in volume. Illustrate by speaking loudly as you stretch out both hands in front of you and move them away from each other, and as you reduce the volume of your voice, move both outstretched hands closer to each other.

Two Voices

- Show the children the picture cards (**Annex L7-B**); for each picture, ask,
 - *Should we talk and laugh loudly when we are at? Why?*
- Explain the following:
 - *The voice is something unique that everyone of us has;*
 - *It has the ability to go from very soft, quiet level to a very loud level. If you talk too softly, you might not be heard, but if you talk too loudly, it can disturb and upset others;*
 - *All of us have 2 types of speaking voices: "inside" and "outside" voices; explain how each type of voice is used:*
 - > *"Inside" voice – when we are indoors (gentle, speaking)*
 - > *"Outside" voice – when we are playing outdoors (loud)*
 - *It is important that we have good voice control and know how to adjust our voices according to where we are, what we are doing and time of the activity.*



Closure

- Show the children the picture cards again, one at a time, and have the children tell you if they should be using their inside or outside voice in each situation.
- Use questions to help the children explain why they need to use the inside voice when they are:
 - *At home* - *In the lift* - *Walking along the corridor*
 - *On the bus* - *On the MRT train*

Annex L7-A
SONG
The Circle Song



Make a cir-cle, make a cir-cle, make a cir-cle, big and



small, To the left and to the right now, let's all sit and sing and



play.

Movements to accompany the song

LYRICS	MOVEMENT
Make a circle	Form a circle and walk to the right, holding hands
Big	Move outward
Small	Move inward quickly
To the left	Walk to the left
To the right	Walk to the right
Let's all sit and sing and play	Sit down as the last phrase is sung

Annex L7-B
PICTURE CARDS
Loud and Soft Sounds

Children playing in the playground



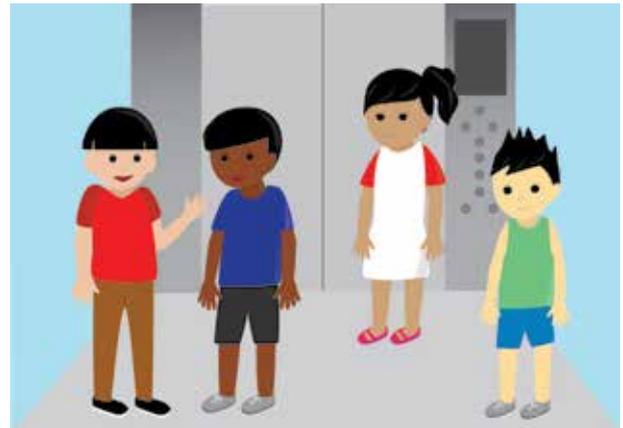
Playing with blocks inside the house



Walking along the corridor



Inside a lift



Watching football at the stadium



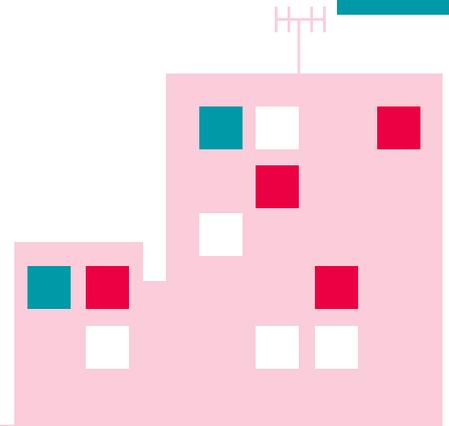
Singing in the music room at school



Sounds Galore

Objective

Children will learn that loud noises upset others and they need to keep the noise level low when they are playing at home, especially at night.



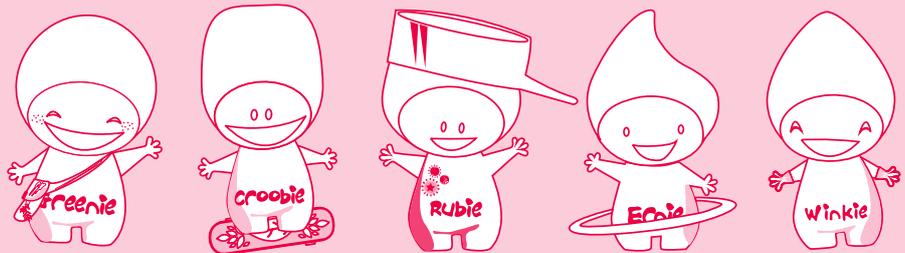
Resources/ Preparation

- Picture cards of different scenarios where people are disturbed by sounds (for “Guess the Sounds” activity) – some examples are given in **Annex L8-A**



Tuning In

I Spy the Little Heartland Beanies



- Display pictures of the 5 Little Heartland Beanies.
- Play a game of “I Spy” with the children. Say, “I spy with my little eyes,” and then give some description of any one of the Beanies, such as “a Beanie who has many friends,” “a Beanie who loves art and crafts” or “a Beanie who loves plants.”
- Tell the children to take turns to guess which Beanie you are referring to. Offer more obvious clues if the children have difficulties guessing.
- The last Beanie to be “spied” will be Winkie – the Beanie who
 - Does not carry anything;
 - Has sensitive ears; and
 - Will not be happy if you laugh very loudly along the corridor.



Lesson Proper

Winkie and His Sensitive Ears

- Recall the characteristics of Winkie and his special abilities.
- Discuss how different kinds of noise would affect him and how they make him feel:
 - *People shouting at each other;*
 - *Loud music coming from homes;*
 - *Stomping sounds made by angry neighbours; and*
 - *Quiet conversations with family members.*

Guess the Sounds

- Show the children Picture 1 (from **Annex L8-A**); ask,
 - *What are the children doing?*
 - *Why do you think they are ... ?*
 - *Do you think Winkie is going to be happy about it? Why?*
 - *How do you think they are feeling?*
 - *What do you think make/s them feel ... ?*
- Show the rest of the pictures and discuss about
 - *What is happening in the picture;*
 - *How the behaviours will affect Winkie and his neighbours; and*
 - *What the right behaviour/s or solution/s would be.*

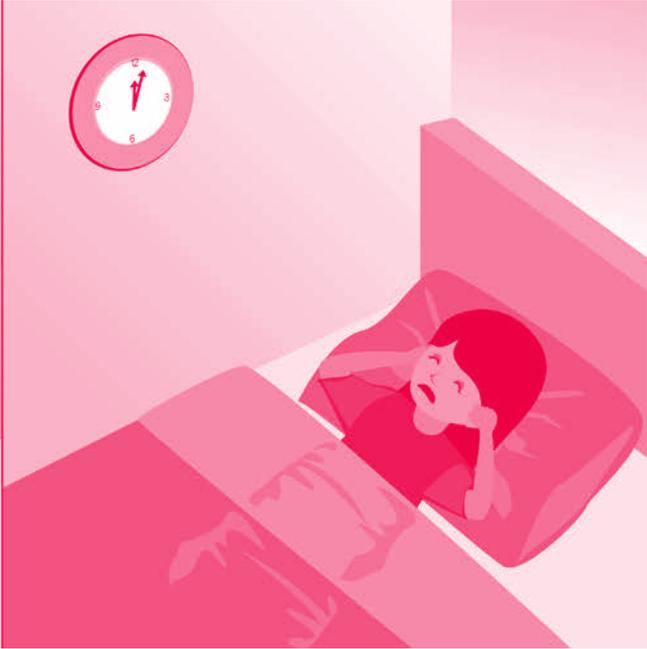
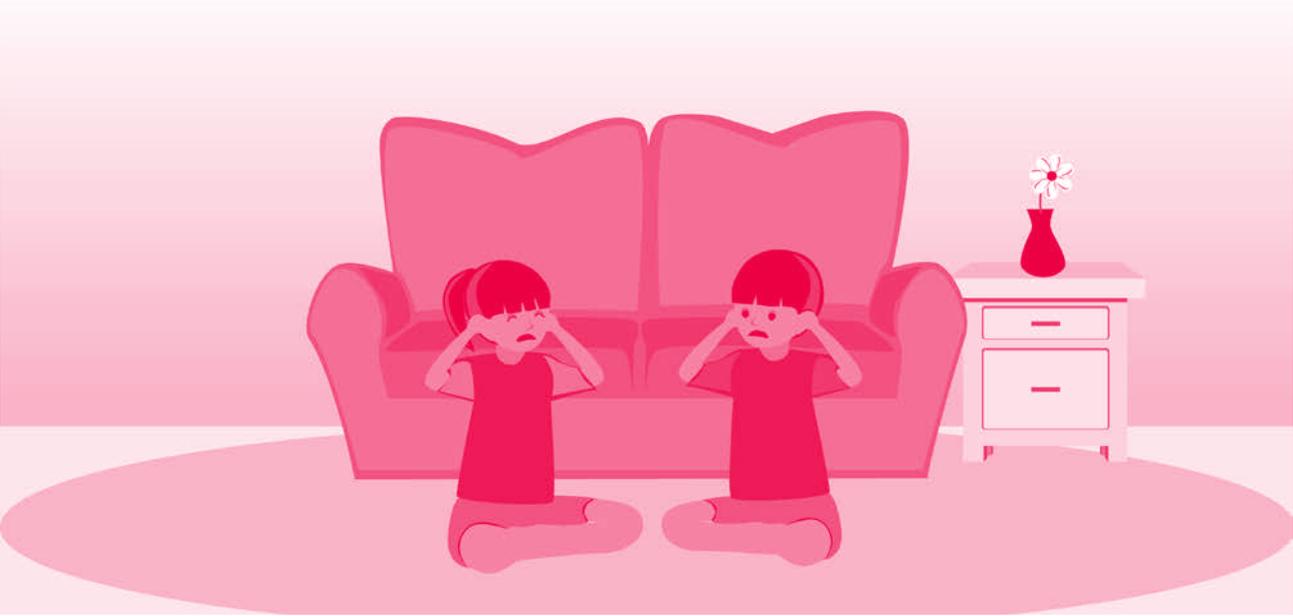


Closure

Together in Harmony: Be Considerate

- Provide the children with art materials and ask them to design warning notices to tell others
 - *About the potential harms of one of the type of noises discussed in today's lesson; and*
 - *To lower the noise levels when they are playing at home, especially at night.*
- The children can work on the notices in pairs or individually. However, the art materials are to be shared. Therefore, they need to take turns to use them and cooperate with each other.
- Laminate the posters and display them outside the school building where there are many passers-by.

Annex L8-A
Scenarios for "Guess the Sounds" Activity



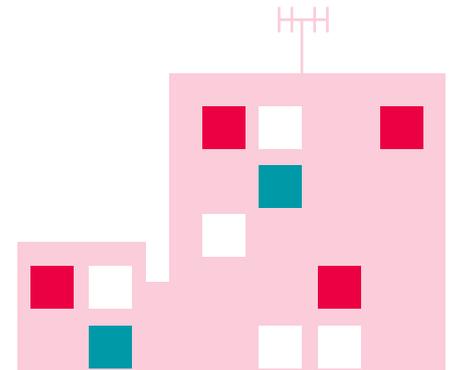


Games Galore

Objective

Children will learn that

- some games can only be played outdoors and not indoors; and
- loud noises upset others and they need to keep the noise level low when they are playing at home, especially at night.



Resources/ Preparation

- Song "This is the Way" – refer to lyrics in **Annex L9-A**
- Short Stories - **Annex L9-B**
- Peer Reflection Sheet "Outdoors and Indoors" (**Annex L9-C**)
- Classroom Learning Centre Activity "Outdoor Games" (**Annex L9-D**)



Tuning In

This is the Way

- Talk about the games that the children like to play with their families and friends, games that they play at home and in the park. List them on the board as the children suggest.
- Introduce the song "This is the Way" (**Annex L9-A**). Talk about the sounds that are made for the different games mentioned in the song and discuss how each of the sound affects others, and decide if the game should be played in the house or elsewhere – community centres, recreation centres, park, field, etc.
- Where appropriate, ask the children to suggest alternative ways of playing so that it would not
 - Disturb their neighbours who might want to rest, sleep and relax in a quiet environment after a hard day's work; or
 - Bother the people who are playing, talking or working nearby.



Lesson Proper

Gary and His Computer Games (Annex L9-B)

- Read the story to the children. At the end of the first reading, ask,
 - *Would you like to be like Gary? Why? Why not?*
 - *Which behaviour do you like/dislike most about Gary?*
 - *Is it true that only Gary's father is disturbed by his loud music?*
 - *Who else do you think would like Gary to turn down or switch off the music that is coming out of Gary's computer game?*
 - *Was it right for Gary to talk to his father in that manner?*
 - *What should Gary do to be considerate towards his father, other members in his family and his neighbours?*
- Have a few children volunteer to dramatise the story.

My Grandfather Needs to Rest (Annex L9-B)

- Read the story "My Grandfather Needs to Rest".
- Talk about the noises created by Mr Gregory, his family and his domestic helper.
- Discuss how the noises would affect grandfather now and in the future.
- Ask the children to suggest ways to improve the situation:
 - *What should the writer do so that his grandfather will get his rest?*
 - *How should he approach Mr and Mrs Gregory concerning the noise that they are creating?*
 - *Is moving to a new neighbourhood a good solution to the problem? Why? Why not?*



Closure

Indoors and Outdoors (Annex L9-C)

- Have the children work in pairs to describe each of the picture in the Peer Reflection Sheet "Indoors and Outdoors" and guess the games that are represented by each picture on the right side.
- Explain how they should complete it by matching the game to either the picture of the room or the park (on the left of the page). For example, if they think that playing the ball should be an outdoor game, then they will draw a line from the picture of the ball/net to the picture of the room.
- Discuss their answers and decide together which is a better answer.
- Share their answers with the class and give reasons for their choice.



Classroom Learning Centre Activity

Outdoor Games

Purpose: Children will make decisions on the appropriate place to play a particular game based on the potential level of sounds/noise that can be generated.

- Children will discuss with their friends and circle the games shown on the card (**Annex L9-D**) that should be played outdoors in order not to disturb their neighbours.
- Teacher facilitates by asking the children to explain their decisions.
 - *What is happening in the picture;*
 - *How the behaviours will affect Winkie and his neighbours; and*
 - *What the right behaviour/s or solution/s would be.*

Annex L9-A**SONG****This is the Way**

(Sung to the tune of "Here We Go Round the Mulberry Bush")

*This is the way we play the drum,
Play the drum, play the drum.
This is the way we play the drum,
So early in the morning.*

Substitute "play the drum" with:

- kick the ball
- bowl our ball
- play our dolls
- run and catch

Substitute "early in the morning" with:

- late/early in the afternoon
- late in the evening

Gary and His Computer Games



Gary is 6 years old. Each day, after he has completed all his homework, he will help his mother with some chores. His parents are always proud of his responsible behaviours except for one thing.

He enjoys playing games on his computer at home and loves to turn up the volume because the music from the game gets him excited. When his father tells him that the music is bothering him, Gary often replies, "But dad, you are the only one who is bothered by the loud music!"

My Grandfather Needs to Rest



My grandfather is 84 years old. Although he is very independent, he needs plenty of rest at home due to his weak heart.

Recently, a new family moves into the house next to ours. Mr Gregory and his family of five is our new neighbour now.

Mr Gregory loves to turn up the volume to full blast when he watches television programmes in the evening after he returns from work.

Mrs Gregory enjoys playing mahjong with her friends over the weekends and they will play till very late in the night. Very often, they will talk and laugh at the top of their voices.

Mr Gregory's son, Jon, is 4 years old. He likes to push his toy wagon around the house in the afternoon, after he wakes up from his nap.

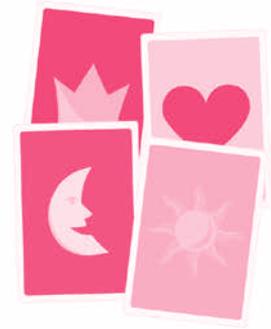
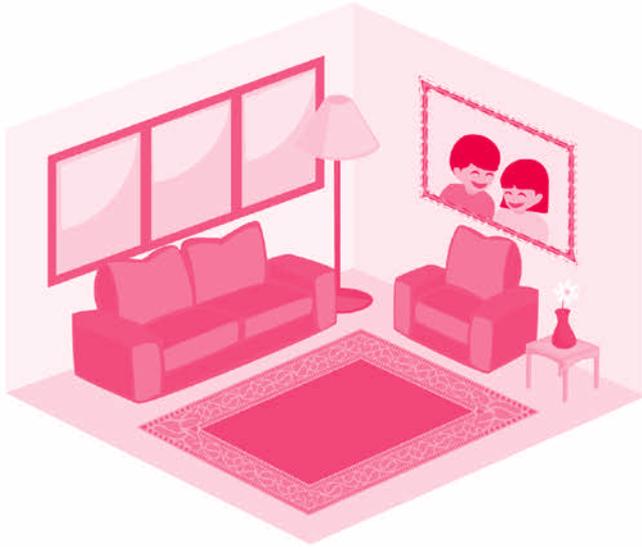
Mr Gregory's daughter, Fay, does not like to wear shoes. Other than going to school, she wears her roller skates everywhere she goes.

And Mr Gregory's domestic helper is always on the mobile phone with her friends. She chats with them outside the house, along the corridor. Sometimes, you can hear her screaming into the phone.

Oh dear, what should I do so that grandfather will get his much-needed rest?

Annex L9-C
PEER REFLECTION SHEET
Outdoors and Indoors

Draw a line across to match the games that should be played indoors or outdoors.



Annex L9-D
CLASSROOM LEARNING CENTRE ACTIVITY
Outdoor Games

Circle the activities that should be played outdoors in order not to disturb our neighbours.



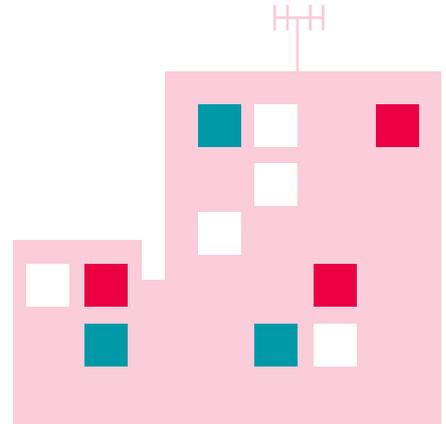
BE A CONSIDERATE NEIGHBOUR

Common Areas in Our Neighbourhood

Objectives

Children will be able to

- identify common areas in their neighbourhood; and
- understand that common areas are to be shared by everyone living in the neighbourhood.



Resources/ Preparation

- Take photographs of common areas found in HDB estate near the pre-school centre – for example, common corridors, lift landings, walkways, void decks, pavilion and playground. Print the photographs on A4 photograph paper
- Clipboards with a sheet of A4-sized paper attached and pencil for each child
- Digital cameras (optional) – for children to take photographs during their “Around the Estate” walk
- A3 photocopying paper – 1 per group of children, for activity “Map Out the Route”



Tuning In

Common Spaces in our Neighbourhood

- Show the children the photographs that you have taken of the common spaces in the neighbourhood; ask,
 - Where/What is this?
 - Where do you think this photograph was taken?
 - What can you do there?
 - Who can use it? Why?
 - How can we take care of it so that it is always safe and fun for people to play/meet there?



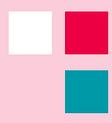
Lesson Proper

Around the Estate

- Bring the children for a stroll around the vicinity of their pre-school centre. Point out the common spaces and talk briefly about how people in the neighbourhood benefit from them, for example:
 - Pavilions– where people gather to relax and talk to each other, and organise picnics
 - Walkways – where people can easily push heavy things to their homes; mums and dads to push the baby strollers for a walk round the neighbourhood
 - Lift landings – where people wait for the lift and mingle with their neighbours
 - Void decks – where people gather for meetings or play games; funeral wakes and wedding parties
- Ask the children to sketch out the route of the stroll. Assist by asking questions or talking about the direction that they are taking and the landmarks that they see:
 - *We are going to walk straight to the*
 - *Where should we go now? Should we turn left or right?*
 - *What do you see on your left/right?*
- (Optional) Encourage the children to take photographs of the common spaces they see during the stroll.

Map Out the Route

- In class, divide the children into 4 groups. Provide each group with a sheet of A3-sized paper and some markers or crayons.
- Each group will observe and compare the 4 sketches made during the neighbourhood stroll, discuss among themselves and draw a final map on the A3 paper.
- Encourage them to share with each other about their visits to some of the common areas in their neighbourhood. Then, have them illustrate how people can use each of the common areas.



Closure

Together in Harmony: Be Considerate

- Have the children share how each area is being used by people in the neighbourhood.
- Display the pictures they have drawn next to the web.
- If the children have taken photographs during their neighbourhood stroll, print them out and have them add on to the web later.

Parks



Lift Landings



Void Decks



Walkways



Pavilions



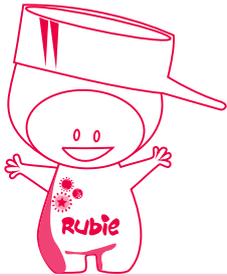
Others



Playgrounds

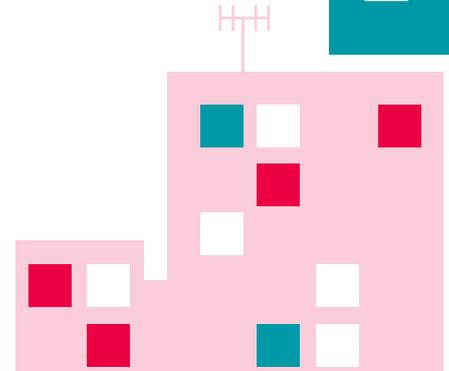


Build a Corridor



Objective

Children will understand that they must ensure that corridors and common areas are kept clean for all to enjoy a clean environment.



Resources/ Preparation

- Photographs of common corridors and common areas in the neighbourhood (use photographs taken in Lesson 10; include both cluttered and tidy areas)
- A3 photocopying or construction paper – 2 sheets
- Coloured markers and crayons
- Large wooden or plastic blocks of different sizes (alternative – carton boxes of various sizes such as photocopying paper and canned drink carton boxes)
- 4 toy cars and vehicles
- A box containing some “unwanted” materials such as plastic bags, empty water bottles, newspaper, books that are tattered and torn.
- Small plastic bags to be used as garbage bags – for activity “Keeping the Corridor Clean”
- Pairs of tongs for children to pick up the “unwanted” materials – for activity “Keeping the Corridor Clean”
- Other toy objects to be used as obstacles for the activity “Get Rid of the Toys”
- Small cardboard containers to store the toy objects for “Get Rid of the Toys”
- Classroom Learning Centre Activity “Beautify the Corridor” (**Annex L11-A**)



Tuning In

Common Corridors

- Show photographs of common corridors and other common areas in the neighbourhood. Talk about how they look and which type of corridors or common areas they prefer and the reasons for their preferences.



Lesson Proper

Plan and Build a Corridor

- Divide the children into 2 groups – A and B. Give each group a photograph of a corridor and a sheet of A3 paper.
- Have them make a 2-D plan that includes the doors of the apartments, an adjacent corridor, the corridor ledge and a lift landing.
- After they have drawn their plan, group A will proceed to the Block Centre to build their “Common corridor” based on their plan on paper. Advise that the corridor must be wide enough for them to actually walk through.
- Allot about 15 to 20 minutes for the children to build the “corridors”.

What Should We Do with the Unwanted Stuff?

- Group B will be given the box of “unwanted” materials. They will talk about what they are and how they should be disposed of. Ask,
 - *What do you think this item was used for?*
 - *What do you think it contained?*
 - *Do you think we still need them? Why/Why not?*
 - *If we don't need them, how do you think we should get rid of it?*

Keeping the Corridor Clean

- After the “corridor” has been built, have the children gather around the “corridor”, close their eyes and count slowly to 10 while you scatter the “corridor” with the box of unwanted things.
- Ask the children to walk through the dirty, messy corridor.
- Talk about their experience; ask,
 - *Was it comfortable walking through the messy corridors?*
 - *Did you step onto some of the things?*
 - *What do you have to do when you are walking pass them?*
 - *What do you think will happen if someone steps on the plastic bag?*
 - *Why is it not good to have dirty, messy corridors?*
 - *How should we clean up the corridor?*
- Give each pair of children a garbage bag and a pair of tongs to pick and bag the “unwanted” materials.



Closure

Get Rid of the Toys

- Group B will examine their plan and build their “corridor” at the Block Centre while Group A engages in discussion about how they should dispose of the unwanted materials – refer to description in activity “What Should We Do with the Unwanted Stuff?”.
- After Group B has built the “corridor”, place the toys that you brought to class along the corridors randomly, with some on the “corridor ledge” and some in the middle of the “corridor”.
- Ask the children how the “corridor” looks like now and how they feel about it.
- Ask,
 - *What happens to the corridor now?*
 - *Why is this not a good place to put the toys (point to the toys on the “corridor ledge” and those in the middle of the “corridor”)?*
 - *What will happen if someone steps on them?*
 - *How should we put them so that people can pass through easily without getting hurt? (Brainstorm with the children different ways to put away their toys.)*

Together in Harmony

- Have the children tidy up the corridor and re-arrange the toys so that they are not obstructing the way. They may use containers provided or build “shelves” with the blocks if they think it is neater to put the toys in there and then place them against the wall.
- The children take turns to play together in the Block Centre, pretending to be neighbours and be engaged in conversations, visiting each other, going to the market, etc.



Classroom Learning Centre Activity

Beautify the Corridor

Purpose: To reinforce in children the need to ensure that corridor should always be clean and free from potential killer litter and clutter.

- The children will draw in objects to beautify the corridor shown on the picture (**Annex L11-A**); remind them to ensure that the corridor should always be clean and free from potential killer litter and clutter.

Annex L11-A
CLASSROOM LEARNING CENTRE ACTIVITY
Beautify the Corridor



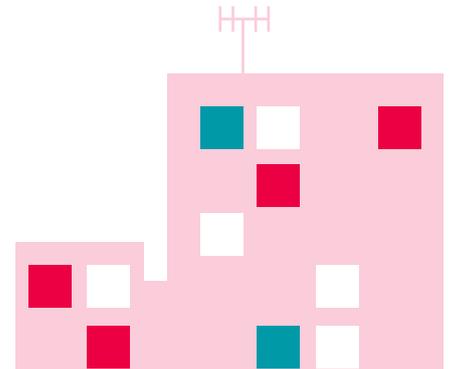
Clear The Way

Objectives



Children will understand that

- common areas should be clear passages for people to walk through safely; and
- it is dangerous to have clutter along corridors and other common areas in the neighbourhood.



Resources/ Preparation

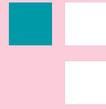
- Objects for "The Obstacle Course", masking tape
- Stopwatch, slips of paper to record timing
- Peer Reflection Sheet "Clear the Way" (**Annex L12-A**)
- Picture "The Cluttered Lift Landing" (**Annex L12-B**)



Tuning In

The Obstacle Course

- This activity is to be conducted either outdoor or in the music room.
- Use masking tape to mark out a circular path and place a few obstacles such as cardboard boxes, child-safe chairs, beach balls and some soft toys along the path. Mark out the START and END point as illustrated on the next page.
- Have the children walk through the obstacle course without touching the objects; begin with walking as individuals, then in pairs, then in threes.
- After all the children have gone through the paths in threes, ask them how they felt about walking along a path with so many things blocking the way.



START

END





Lesson Proper

Clear the Way 1

- Use a stopwatch and time the children as they walk through the obstacle course in groups of 3 once again.
- Write down the timing that the children took to complete the course in groups of 3 on a slip of paper and hand it to them when they reach the finishing point.
- Regroup the children for discussion about how they can improve their timings. Ask,
 - *Besides walking faster, what else can be done so that you will reach the end point faster than before? (Prompt for the answer “arrange the items so that they are not blocking the way”)*
 - *What might happen if you are in a hurry and there are so many things blocking your way? How should you put these things away so that you can have a clear path to walk through?*
- Give each group of children the Peer Reflection sheet “Clear the Way” (**Annex L12-A**) and have them map out where the boxes, soft toys, chairs and balls should be placed so that it will not slow them down when they walk through.

Clear the Way 2

- The children return to the obstacle course and take turns to re-arrange the items according to the plan that they have completed.
- They will walk through the course again in groups of 3. Clock the new timing and have them compare with the previous timing.
- Talk about their new timing – did they do it at a faster pace, what caused them to slow down or what helped them complete at a faster pace, is the path now less dangerous than the one before? In what ways is it safer?



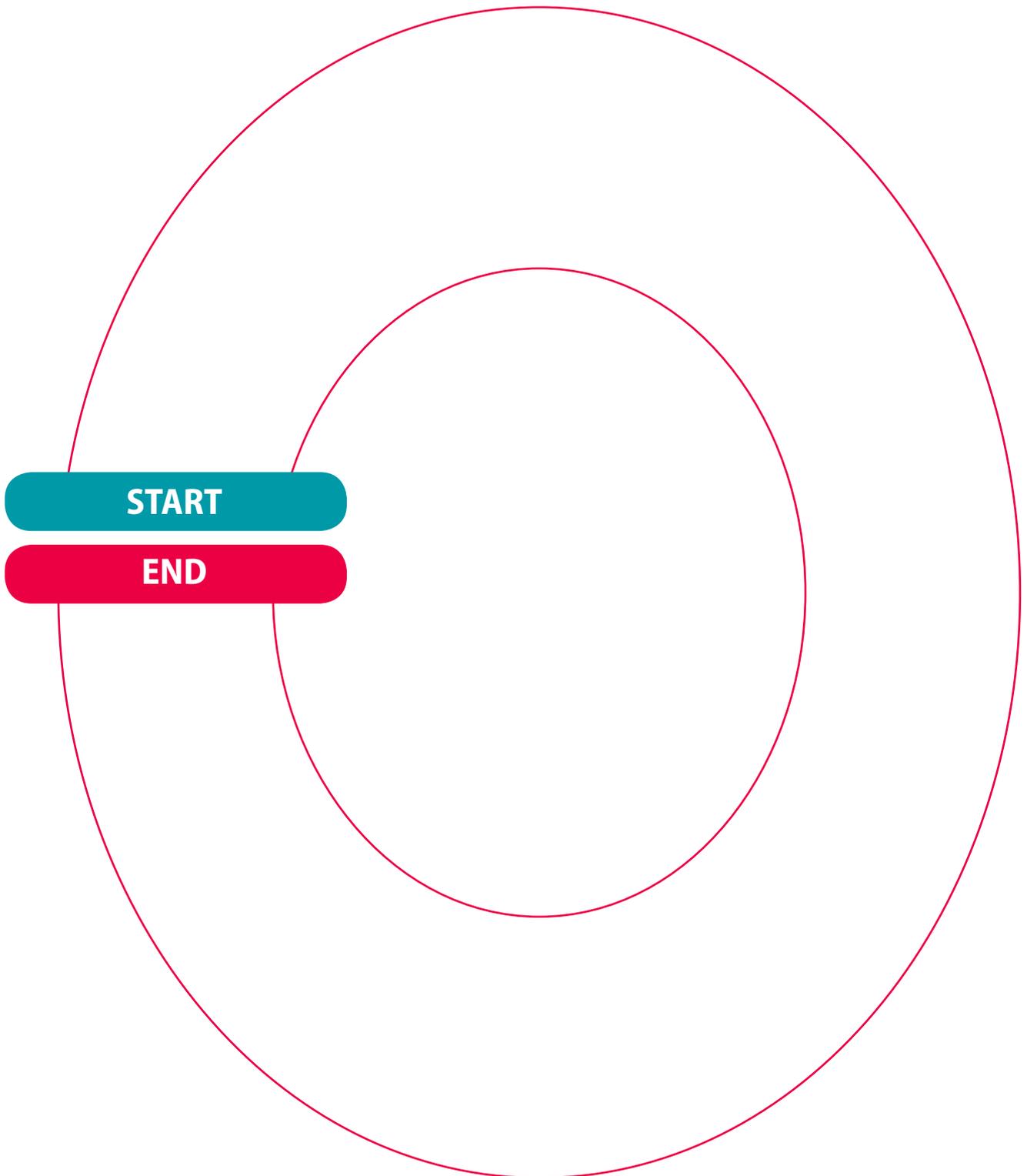
Closure

The Cluttered Lift Landing

- Show the picture of the cluttered lift landing (**Annex L12-B**).
- Ask,
 - *Why is the lift landing filled with things?*
 - *Who put them there?*
 - *What are lift landings for? Who are the people who use the lift landings?*
 - *What happens when there are so many things placed there?*
 - *What are some dangers and accidents that might occur if lift landings are cluttered with so many things?*
- Review today’s focus by asking the children to suggest how they should arrange the clutter in the picture and some ways that they can ensure lift landings are safe and comfortable for everyone?

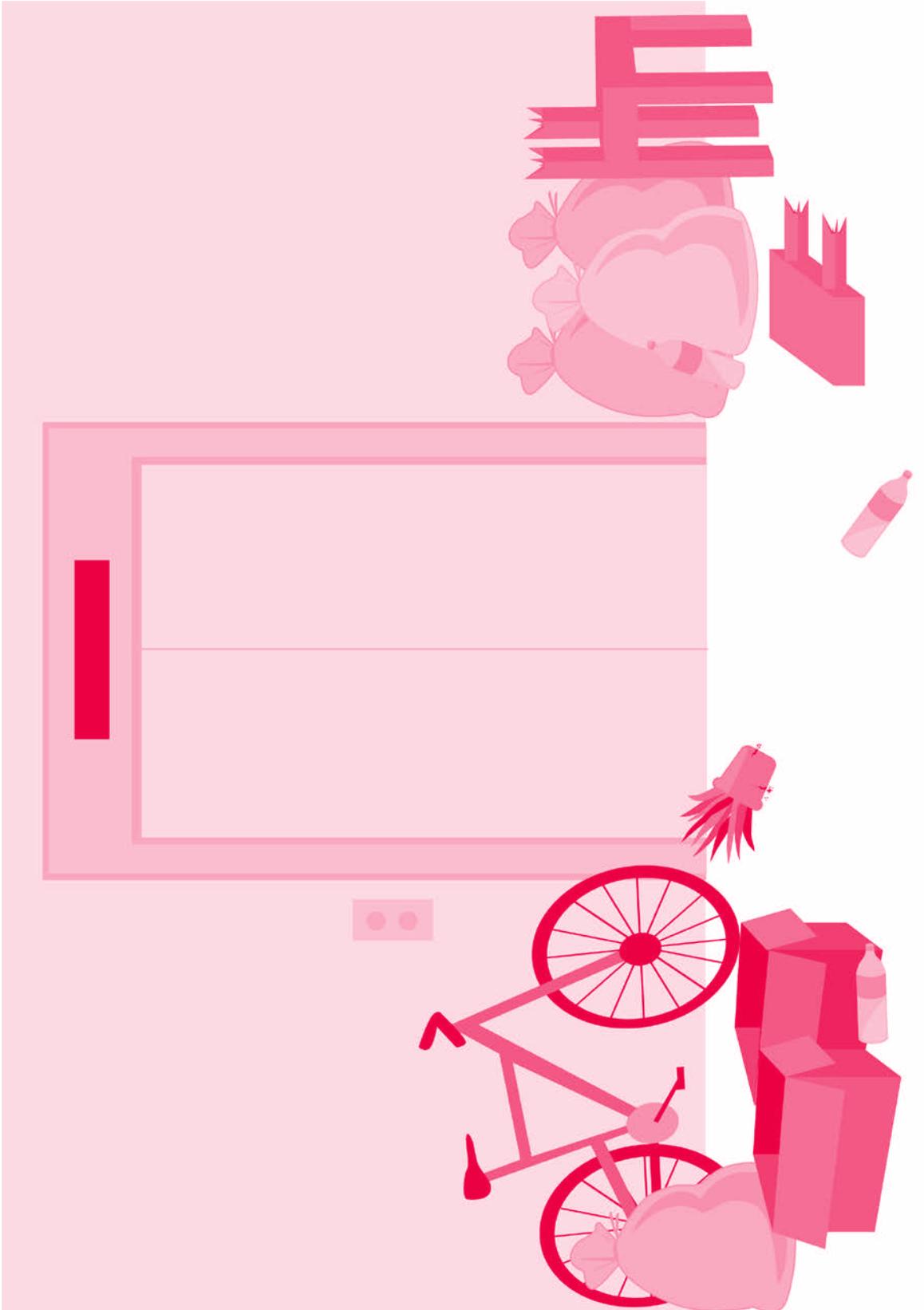
Annex L12-A
PEER REFLECTION SHEET
Clear the Way

Cut and paste the items on the next page and arrange them along the path so that they are not blocking the way.





Annex L12-B
The Cluttered Lift Landing

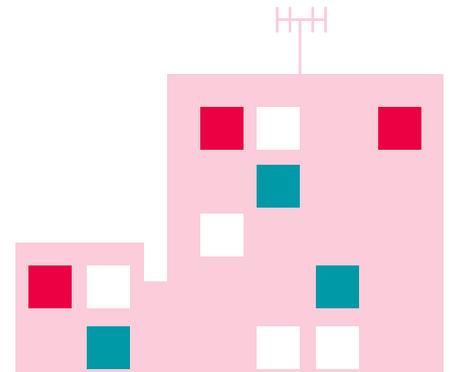


The Right Way to Put Things Away

Objectives

Children will be able to

- learn that there are proper ways to put away their toys and store things that they do not need; and
- understand the dangers of improper ways to get rid of their toys and things that they do not need.



Resources/ Preparation

- Sorting trays
- A box (with cover) containing different types of toys taken from shelves and toy containers in the classroom – for example, plastic blocks, toy cars, clothes and gears from the dress-up corner, books from the reading corner and random puzzle pieces.
- A kitchen timer, reading corner and random puzzle pieces.
- Story “Rubie and Croobie’s Spring Cleaning Day” (**Annex L13-A**)
- Scrap materials for craft work – magazine paper, buttons, remnants of coloured construction paper, strings of different colours, textures and thickness, etc.
- Drawing paper, PVA glue, scissors
- Classroom Learning Centre Activity “Put Them in the Right Place” (**Annex L13-B**)



Tuning In

Sorting Game

- Shake the box of toys gently and ask the children to guess the things inside it. If they guess correctly, take that item out and place them on the mat/floor in front of them. Line them up as you bring out more of the toys from the box.
- After all the toys have been taken out of the box, ask,
 - *Do you think I should put all these toys back into the same box again? Why? Why not?*
 - *How do you think we should put away these toys? (Elicit suggestions from the children.)*
- Ask 3 volunteers to help you put away the toys in the proper trays/containers and shelves where they were taken from. They are to put everything away in 1 minute – use the timer to keep track of time.
- Ask the other children to observe how the toys were put away and suggest ways to do it better – for example, arrange them neatly on the shelves, put toys that are the same together in one tray, and to put the toys away carefully without dropping or damaging them.
- Ask questions to help the children think about caring for their toys and belongings, and the need to put them away properly after use.



Lesson Proper

Spring Cleaning Day

- Read the story “Rubie and Croobie’s Spring Cleaning Day” (**Annex L13-A**).
- Ask,
 - *Is the gentleman’s suggestion a good one? Why? Why not?*
 - *Is the neighbour’s suggestion to push everything to a corner of the corridor a safe one? Why? Why not?*
 - *What will happen if Rubie and Croobie leave their unwanted things at the lift landing?*
 - *What if the cleaner falls sick the next day and is not able to come to work in the morning?*
 - *What do you think will happen if Rubie and Croobie decide that they will leave the things at the corridor for a few days while they figure out how to get rid of the unwanted things?*
 - *If Rubie and Croobie cannot decide what to do with the unwanted things immediately, where do you think they should store them?*
 - *Can you suggest some ways that Rubie and Croobie can store or get rid of the unwanted things safely?*

- Together with the children, recite Rubie and Croobie’s reply to the gentleman and their neighbour:

*“Never leave unwanted things alone,
Not on lift landings or corridors.
Pick them up and store them tight
In places that’s safe and do what’s right.”*



Closure

Rhyme: Places for Storing Things

- Ask the children to suggest other places that they can store things that they don’t need and substitute the word “places” in the rhyme with another word; for example,

*Never leave unwanted things alone,
Not on lift landings or corridors.
Pick them up and store them tight,
In cupboards that’s safe and do what is right.*

- The children choose a new word to substitute “cupboards” and write the rhyme out in their best hand-writing on a piece of drawing, then use scrap materials to make a frame for it.



Classroom Learning Centre Activity

Put Them in the Right Place

- Cut out the objects at the bottom of the page and arrange them in their respective shelves (**Annex L13-B**). Use blu-tack to secure them in place.

Annex L13-A

STORY

Rubie and Croobie's Spring Cleaning Day
(by Melinda WY Eng)



It's spring cleaning day for Rubie and Croobie!

These are the things that Rubie has decided she does not need anymore:

- A pink dress that is too small for her
- A pair of pink shoes that have some holes in the sole
- Paper shopping bags that she will not use
- A tricycle with only 2 wheels

These are the things that Croobie has decided he should not keep anymore:

- An old skateboard
- A deflated football
- A pair of soccer boots that is too small for him
- A box of toy cars that he knows he will never play with anymore

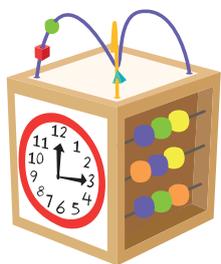
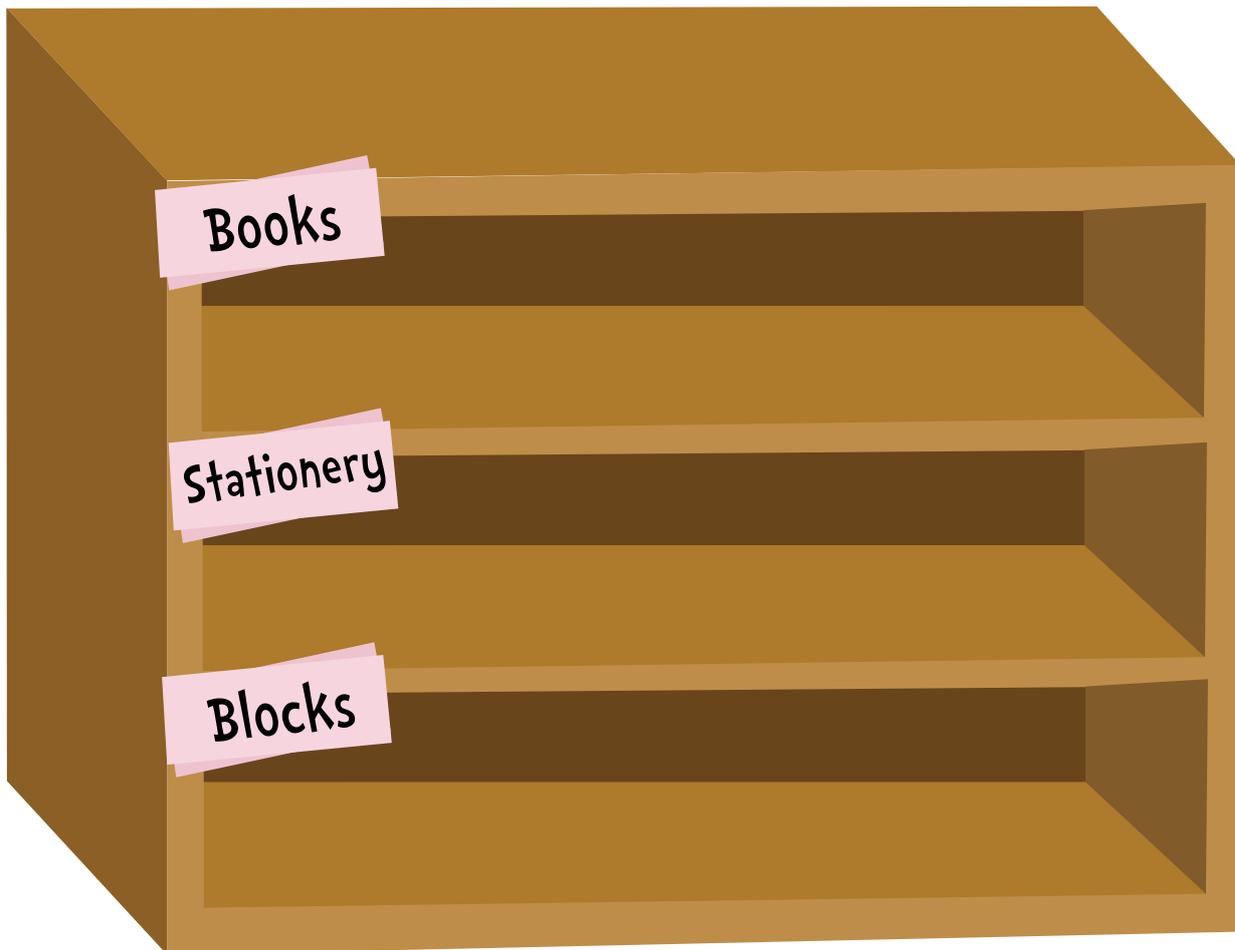
Just as they were deciding what to do with the things they do not need anymore, a gentleman passed by. Wanting to help them, he asked, "Shall I help you bring all these things to the lift landing so that the cleaners can clear them away tomorrow morning?" Another neighbour also offered to help them. "I can help you push everything to a corner of the corridor, and you can decide later what you want to do with them."

But Rubie and Croobie replied them,

*"Never leave unwanted things alone,
Not on lift landings or corridors.
Pick them up and store them tight
In places that's safe,
Do what is right."*

Annex L13-B
CLASSROOM LEARNING CENTRE ACTIVITY
Put Them in the Right Place

Cut out the objects below and arrange them neatly on the shelf.



BE A CONSIDERATE NEIGHBOUR

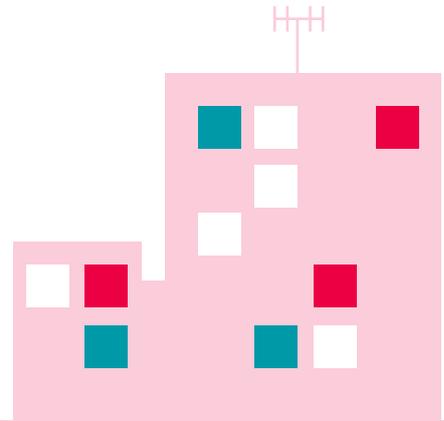
People Who Work in the Neighbourhood

Objectives



Children will

- learn about some people who work in the neighbourhood to help make it a better place to live in; and
- identify ways that they can contribute positively to the neighbourhood to make heartland living a pleasant one.



Resources/ Preparation

- Photographs (5R preferred) of people who work in the neighbourhood – For example: teacher, policeman, postman, garbage collector, cleaners, road sweeper, hawker, shopkeeper, green grocer, petrol station attendant, bus driver and MRT service attendant – Pin these photographs on a bulletin board where children can easily see them, leaving some space below it for children's drawings.
- Drawing materials



Tuning In

Gallery Walk

- Conduct a gallery walk for the children to look at the photographs of people who work in the neighbourhood which you have pinned on the bulletin board. Ask the children to tell you what they see and to guess who the people are.
- Have the children draw a picture of someone they know who works in their neighbourhood.



Lesson Proper



People in My Neighbourhood

- “Show-and-Tell” – The children will show the class what they have drawn and share their personal experiences in relation to the person they have drawn. Facilitate by asking the following questions:
 - *Who is this person?*
 - *Do you know his/her name? Does your mum/dad/grandparents know him/her?*
 - *Have you spoken to him/her before?*
 - *What does he/she do?*
 - *Why is he/she so special?*
- After the “show-and-tell” session, lead the children through the gallery walk again and have them match what they have drawn with the photographs on the bulletin board.
- Talk about how the people in the photograph help to make the neighbourhood a better place to live in, for example,
 - *Teacher – teaches students to be polite and help them learn*
 - *Policeman – makes sure the neighbourhood is safe*
 - *Postman – brings letters to our homes*
 - *Sweeper – keeps the road and common areas free from litter*
 - *Garbage collector – clear away the rubbish so that the neighbourhood is clean and does not have bad smells*
 - *Hawkers – sell food nearby so that we don’t have to travel a long distance to have lunch or dinner*
- Pin their drawings under the photograph that matches the person in their drawings.

Neighbourhood Walk

- Go for a neighbourhood walk near the pre-school centre. Provide each child with a clipboard, a piece of drawing paper and a pencil
- Ask the children to look out for people whom they have seen in the photographs during their gallery walk in class. Take time to observe what the person does. If appropriate, encourage the children to interview him/her. Remind them to be polite.



Closure

How Can I Help?

- *Back in class, start a discussion about how the children can help to make heartland living more pleasant:*
 - *What should we do to help the people who work in our neighbourhood? (Keep the common areas clean, throw unwanted things in the litter bin and rubbish chute, clear our own plates after eating at the hawker centre/food court, etc.)*
 - *How should we treat the people who work in our neighbourhood? (Be polite, greet them, thank them, etc.)*
- Have the children draw themselves helping one of the people who works in the neighbourhood. Pin their completed drawings on the bulletin board where the photographs are displayed.

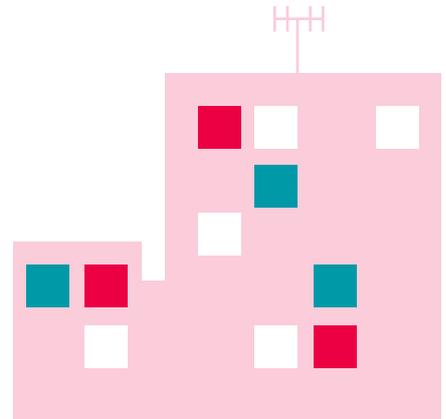
BE A CONSIDERATE NEIGHBOUR

My Favourite Place in the Neighbourhood

Objectives

Children will be able to

- identify different places in the neighbourhood;
- describe the people they see around the neighbourhood; and
- talk about why they like a particular place in the neighbourhood.



Resources/ Preparation

- Photographs (5R preferred) of places in the neighbourhood – post office, police post, market, hawker centre, shopping mall, garbage dump, petrol station, coffee shop, sports and recreational centre, school, child care centre, bus terminus, MRT station, etc.
- Large mahjong paper and markers
- Other appropriate drawing materials
- Post-it pads
- Family Involvement Activity “A Visit to My Favourite Place in the Neighbourhood” (**Annex L15-A**)



Tuning In

Where is this?

- Show the children about 3 of the photographs of places in the neighbourhood. Ask them if they have been there and what they did when they visited the place:
 - Where is this place?
 - Have you been there?
 - Who went with you?
 - What did you do there?
 - What did you see there?
 - Who worked there?
 - What do they do?



Lesson Proper

What do I know about it?

- Divide the children into groups of 4 or 5. Give each group a piece of mahjong paper and a photograph of a place in the neighbourhood. Ask the children to use blu-tack to paste the photograph in the middle of the piece of mahjong paper.
- Encourage the children to talk about the things or people that they might see and what they can do at each of the places.
- Have them illustrate their ideas in the empty spaces around the photograph.

Neighbourhood Café

- After about 10 or 15 minutes, depending on the children's interests, play a rhythm on a tambourine and ask each group of children to leave their drawings and move clockwise to the next drawing.
- They will discuss what have been drawn and decide if more things need to be added, then proceed to add on to the pictures that the previous group has drawn.
- Repeat the activity one more time so that each group of children has the opportunity to talk about three different places.



Closure

My Favourite Place in the Neighbourhood

- Display each group's drawings on a wall or door so that everyone can see what have been drawn. Have a quick discussion about what the children have drawn and why they drew those pictures.
- Referring to all the photographs of the different places, ask,
 - *Which place do you think you visit most often? Why?*
 - *Which is your favourite place? Why?*
- Give each child a post-it paper and encourage them to draw or write something about their favourite place. Post completed notes next to the photograph of the place.

Family Involvement Activity

"A Visit to My Favourite Place in the Neighbourhood"

- Ask the children to visit their favourite place in the neighbourhood with their parents or other family members. While they are there, observe what people do and take some pictures of the place, print them and bring them to school to add to the photograph gallery.
- Discuss about how the people working there make their visit a happy one during "Show-and-Tell" session when the children return to class with the photographs.
- Use the Family Involvement Sheet in **Annex L15-A** to invite family involvement.

Annex L15-A
FAMILY INVOLVEMENT SHEET
A Visit to My Favourite Place in the Neighbourhood

Dear Parent(s) and Guardian(s),

The children have been exploring the use of common areas in HDB heartland and interesting places in the neighbourhood, under the theme “Be a Considerate Neighbour”. They have been participating in activities about how they should keep common areas safe and free from clutter and discussing about ways to make HDB heartland living a pleasant experience.

In our last lesson, your child/children has/have shared with their friends in class about their favourite place in the neighbourhood. Their last activity for this theme is to visit their favourite place in the neighbourhood with their family and parents to make more observations on how people in the neighbourhood contributes to make HDB heartland living a pleasant experience.

The tasks given to them include

- observing what people do at their favourite place in the neighbourhood*
- taking some pictures of the place, printing them and bringing them to school to add to a photograph gallery of people working in the neighbourhood*
- Sharing about how the people working there make their visit a happy one during a “Show-and-Tell” session in class*

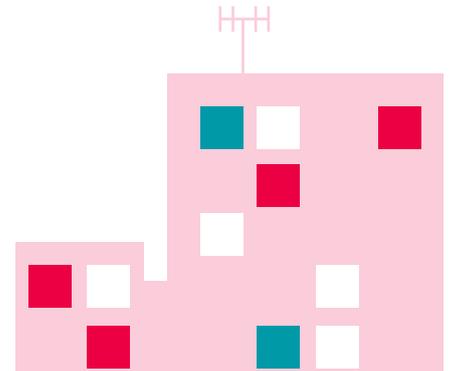
We greatly appreciate your involvement and making your child/children’s experiences a pleasant one.

Thank you.

Plants at Home

Objective

Children will understand the importance and benefits of having plants at home (e.g. improve indoor air quality).



Resources/ Preparation

- Place 2 or more (if convenient) potted plants in different parts of the classroom
- Take a photograph of the classroom before the plants were added; then take another photograph of the same spot after the plants have been added – enlarge these photographs or project them over a LCD projector during discussion with the children
- Story “Greenie and Plants at Home” (**Annex L16-A**)
- Story “The Tiny Seed” by Eric Carle (ISBN-13: 978-0887081552)
- Paper and crayons/coloured pencils



Tuning In

Spot the Difference

- Show the 2 photographs that you have taken of the classroom and have the children spot the difference between the two.
- Ask,
 - Which classroom (referring to the photographs) do you prefer? Why?
 - How did the potted plants make the classroom better?
- How would the potted plants become a danger to all of us? (Can become mosquito breeding grounds and cause dengue fever, people may accidentally kick the pot and fall when they are placed in dangerous positions, etc.)
- What can we do to prevent accidents from happening? (Do not run near the pots of plant, walk carefully especially when the pathway is narrow, etc.)



Lesson Proper

Plants Give Back

- Introduce Greenie and read the story “Greenie and Plants at Home” (**Annex L16-A**).
- List all the benefits of having plants at home on the whiteboard and ask the children how each benefit is related to the other. For example:
 - *Plants produce oxygen – explain that oxygen is the air that we breathe in and we need oxygen to live*
- Use a mind map, as the discussion progresses, to help the children see the connections.



Closure

Caring for Plants

- Read the story “The Tiny Seed” by Eric Carle (if the book is not readily available check out the following youtube link - <https://www.youtube.com/watch?v=ls6wTeT2cKA>)
- Re-read the story. Stop at relevant points to talk about what plants need and how we should care for them. Ask,
 - *What do plants need in order to grow?*
 - *Since plants give us so many benefits, how can we give back to the plants to make sure they continue to grow healthily?*
 - *What will happen to the plants if we step on them?*
 - *If we want to give flowers to someone to make them happy, should we just go to the parks and gardens in our neighbourhood to pick the flowers for them? Why? Why not?*

Annex L16-A

STORY

Greenie and Plants at Home (by Melinda WY Eng)



Greenie absolutely loves gardening and is very careful about where he puts his beloved plants and belongings.

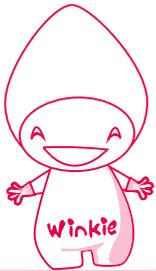
Whenever he does gardening, he will grab a handful of seeds from his trademark sling bag and with a light touch of his magical fingers, plants will start sprouting and flowers will bloom.

When you visit him, you will see green too. This is because his house is filled with all kinds of plants.

Greenie tells us that when you care for the plants, the plants always give back. He says that plants at home not only makes the rooms look brighter and livelier but

- *Beautifies the environment and homes*
- *Cools the house – gives shades and moisture*
- *Helps us relax and concentrate better in the things we do*
- *Makes us happy*
- *Buffers sounds and reduce noise pollution*

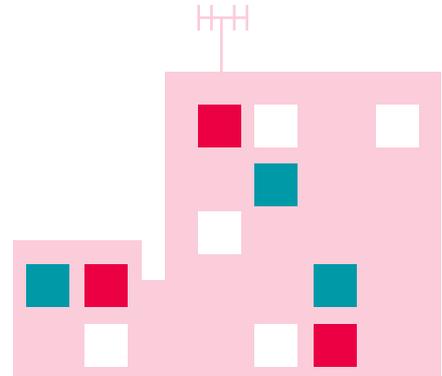
Turn Off the Taps



Objective



Children will become aware of the value of water and learn ways to conserve water.



Resources/ Preparation

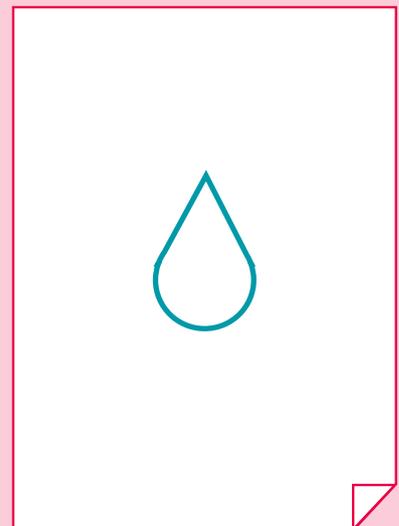
- Mahjong paper
- Black construction paper (1 per child) and baskets of coloured chalks
- Story "Winkie and His Water-saving Measures" (**Annex L17-A**)
- Video "Water is Precious" retrievable from <http://youtube/4Xk6ilbn3TQ> (or search under "Water is precious by Melinda Eng youtube")
- Classroom Learning Centre Activity Sheet "Who Needs Water?" (**Annex L17-B**)



Tuning In

My Favourite Water Activity

- Together with the children, create a web about water.
- In the middle of a piece of mahjong paper, draw a big raindrop:
- Ask the following questions and start the web by filling the paper with the children's responses:
 - What does water look like?
 - What does water feel like?
 - What do you like about water?
 - What is your favourite water activity?
- Give each child a piece of black construction paper and a basket of coloured chalk per table. Have the children draw their favourite water activity.





Lesson Proper

Use of Water

- Conduct a “Show-and-Tell” session to allow the children to share about their completed artwork about their favourite water activity.
- Ask,
 - *Do you think you will be able to continue to enjoy your favourite activity if there is no water?*
 - *Do people need water everyday? Why?*
 - *Who/What else need water to live? (Animals, plants, insects, etc.)*
 - *What would happen if there is no water?*
 - *How can we make sure that we will never run out of water?*
- Be prepared with other questions to elicit the idea of water conservation.

Water is Precious

- Show the video “Water is Precious”.
- At the end of the video, ask the children to identify the different ways people use water. Ask,
 - *What do you think will happen to people if there is no more water on earth?*
- Conduct a simple experiment with 2 pots of plants to show the importance of water:
 - *Leave the 2 pots of plants under the sun. Label them A and B.*
 - *Tell the children that you are going to water pot A but not pot B.*
 - *2 to 3 hours later, have the children observe what is happening to the plant in pot B.*
- Emphasise the importance of water for all living things and the need to save and conserve water and take care of the environment so that everyone will live comfortably and enjoy convenience.



Closure

Water Efficiency

- Read the story “Winkie and His Water-saving Measures” (**Annex 17-A**): As the story is read, ask the children to try to remember Winkie’s advice on saving water.
- At the end of the story-telling, ask the children what Winkie’s code words “save water” mean. Provide hints from the story – for example,
 - *What is Winkie’s good at/well-known for?*
 - *What did Winkie ask the neighbour’s children to do in order to save water?*

(Note: Water efficiency means using water carefully without wasting it.)

Annex L17-A**STORY****Winkie and His Water-saving Measures**
(by Melinda WY Eng)

Since young, Winkie has always been drawn to water. He has the special power to freeze water flow from any water appliances whenever he detects that water is being wasted! His ears are most sensitive and can detect the softest sound coming out from the deepest corner, such as a leaking pipe. His code words are "SAVE WATER!"

Here is Winkie's advice to his neighbours' children about Saving Water:

- *Cut your shower time by 1 minute. It can save you 9 litres of water!*
- *Turn off taps and shower when not in use – when soaping up during shower, after you wet your toothbrush, etc.*
- *When helping with dish-washing, don't leave the water running for rinsing. Use a tub of clean water instead.*
- *When helping to clean vegetables, don't let the tap run. Rinse them in a container of water.*
- *Do not over water the plants. Water in the early parts of the day.*

Annex L17-B
CLASSROOM LEARNING CENTRE ACTIVITY
Who Needs Water?

Draw a line to the water droplet if you think the things/objects shown in the photographs need water.



BE ECO-FRIENDLY

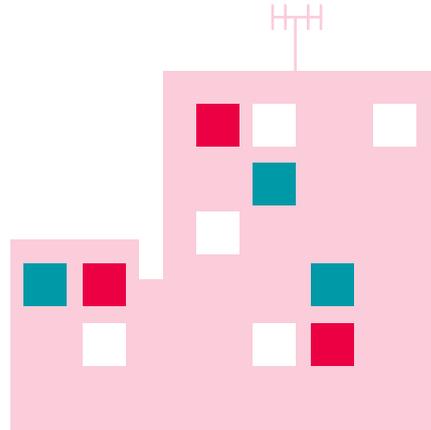
Switch Off the Lights



Objective



Children will learn that people need electricity in their daily lives and learn ways to conserve electricity.



Resources/ Preparation

- Story "Ernie and His Energy-saving Measures" (**Annex L18-A**)
- Song "Don't You Forget" (**Annex L18-B**)
- Black construction paper and baskets of coloured chinks
- Family Involvement Sheet "Light Up My House" (**Annex L18-C**)
- Classroom Learning Centre Activity Sheet "Why Do We Need Light?" (**Annex L18-D**)



Tuning In

In the Dark

- Have the children close their eyes and put their hands over their eyes. Ask,
 - Can you see with your eyes closed?
 - How do you feel?
- Ask them to keep their eyes covered, but slowly get up from their seating position and walk to the right. Ask,
 - How do you feel walking with your eyes closed?
 - Do you think you like to walk around the whole day this way? Why not?
- Have them open their eyes and sit down for group discussion. Switch off the lights in the room.

Ask,

- Shall we have our lesson with no lights the whole day?
- How do you feel if there is no light at school or along the road at night?
- How would you feel if there is no light at home?
- Switch the room lights back on. Ask,
 - What do we need to help us see at night?
 - What causes the light bulbs to light up?
 - What will happen if there is no electricity at all everywhere?



Lesson Proper

Story “Ernie and His Energy-saving Measures” (**Annex L18-A**)

- Read the first paragraph of the story, stopping at “His code words are “SAVE ENERGY!”
- Tell the children to listen carefully, because you will be asking them some questions after the story.
- After reading the story, ask,
 - *Can you tell me 2 things about Ernie?*
 - *What is so special about Ernie?*
 - *What is the energy that Ernie talks about?*
 - *Can you see this energy? Can you feel this energy?*
 - *What is another word for this energy that Ernie talks about? (electricity)*
 - *Why do you think we need this energy?*

Energy Saving

- Continue the story of Ernie. Ask,
 - *What did Ernie want the neighbourhood children to do to help save energy?*
- Provide the children with construction paper and coloured chalks to illustrate the 3 ways to conserve energy as suggested by Ernie. The children can add on if they are aware of other ways to save energy/electricity.



Closure

Don't You Forget

- Introduce the song “Don't You Forget” (**Annex L18-B**).
- Sing the song a few times to help the children remember and remind themselves to save energy.
- Add in percussion instruments to play the rhythm of the phrase “Help save energy”.

Light Up My House

- Give each child a Family Involvement Sheet “Light Up My House” (**Annex L18-C**). Explain that they will
 - *Count the number of light bulbs in their home.*
 - *Colour in a light bulb for each one they find.*
 - *Talk to their parents to decide the lights which are not needed, then cross them out accordingly in the activity sheet.*
 - *Bring it back the next day or the following lesson.*
- When the children bring back their completed activity sheet, have them share what they have done – how many lights they have in their home and the reasons for crossing some of them.



Classroom Learning Centre Activity

Purpose: To provide opportunities for children to share with each other their personal experiences and talk about the importance of electricity.

Why Do We Need Light?

- The children will talk about the times that they needed electricity, why they needed it and what they were doing.
- They will draw their experiences around the light bulb (**Annex L18-D**).

Annex L18-A**STORY****Ernie and His Energy-saving Measures
(by Melinda WY Eng)**

Due to an accident that took place while he was a baby Beanie, Ernie is extremely sensitive to energy usage and suffers from an uncontrollable twitch whenever there is overusage of energy around him. This causes all appliances within 5 metres of him to shut down!

His code words are "SAVE ENERGY!"

Here is Ernie's advice to his neighbours' children about saving energy:

- Switch off all lights and fans when they are not in use
- Use a fan instead of an air-conditioner
- Keep the refrigerator door closed

Annex L18-B**SONG****Don't You Forget**

(Sung to the tune of "Row, Row, Row Your Boat")

*Switch off all the lights,
Help save energy,
Don't you forget, don't you forget,
To switch off all the lights.*

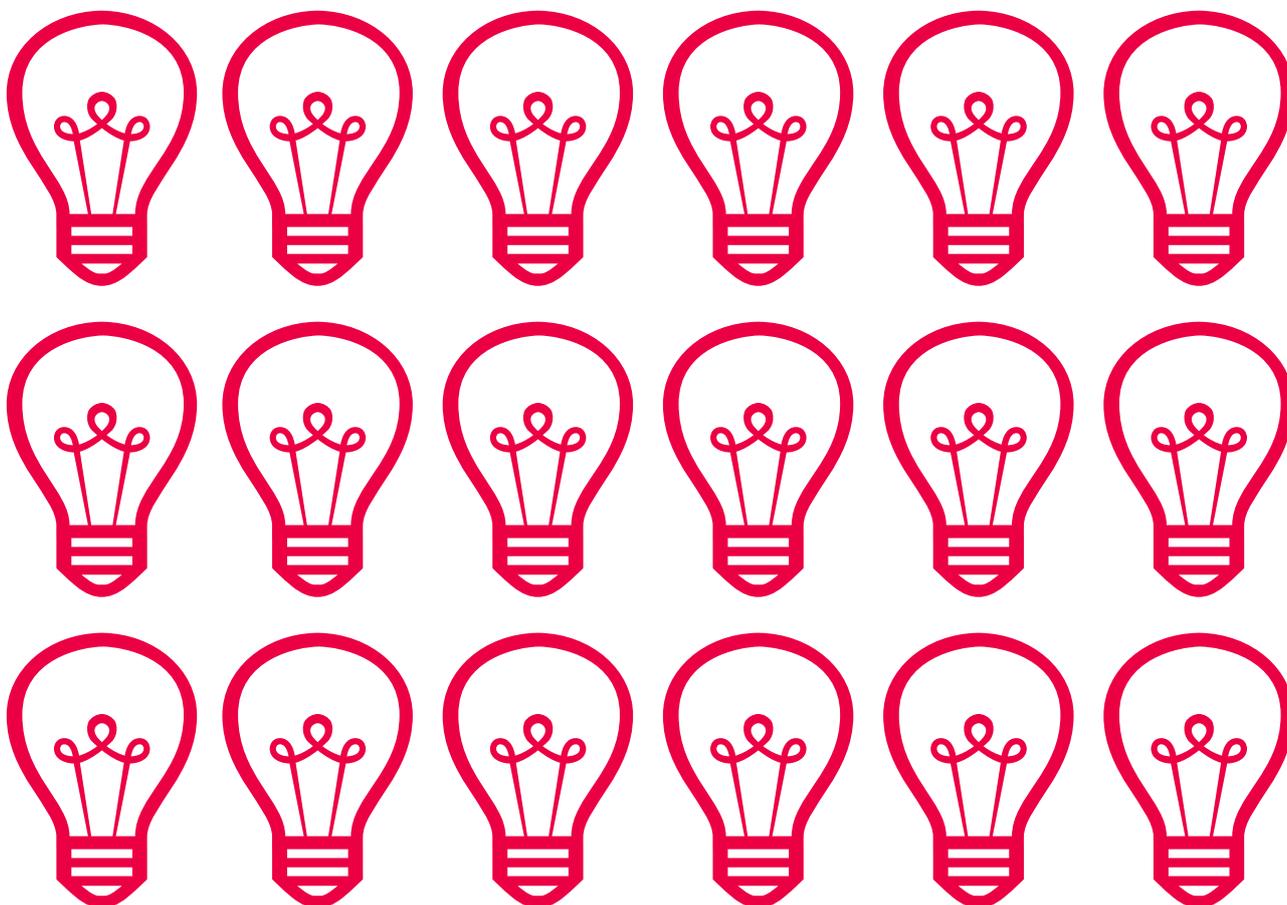
*Switch on the fan instead,
Help save energy,
Don't you forget, don't you forget,
To switch on the fan instead.*

*Keep the fridge doors closed,
Help save energy,
Don't you forget, don't you forget,
To keep the fridge doors closed.*

Annex L18-C
FAMILY INVOLVEMENT SHEET
Light Up My House

Dear Parents and Guardian,
Kindly assist your child to do the following:

- Count the number of lights in your home.
- Colour in a light bulb below for each one you find.
- Talk about ways to save electricity at home.
- Decide if there are lights that are not needed, then cross out the coloured light bulb to indicate the number of lights that are not needed.



1. How many lights are there in my home?

2. How many lights have I crossed out?

3. To save energy, how many lights should I have?

Annex L18-D
CLASSROOM LEARNING CENTRE ACTIVITY SHEET
Why Do We Need Light?



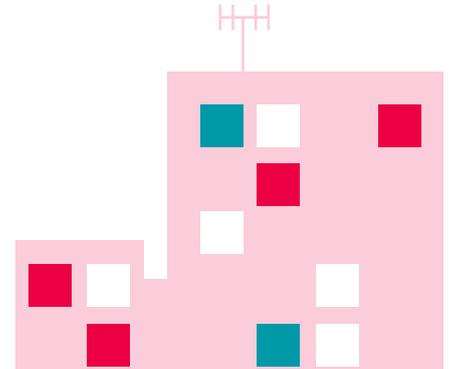
Recycling Plastic and Paper

Objectives



Children will

- learn about the importance in caring for their environment; and
- identify ways that they can reduce, reuse and recycle plastic and paper materials.



Resources/ Preparation

- Song “It’s a Small World” (Lyrics found in **Annex L19-A**); design a song chart so that children who can read are able to follow the lyrics as they sing
- A3 paper – 1 per group of 3 or 4 children
- Large crayons or coloured pencils
- Story “Rubie and the 3Rs” (**Annex L19-B**)
- Recyclable and unwanted materials – plastic bottles, plastic bags, paper bags and containers (cups, plates, small cardboard boxes)



Tuning In

It’s A Small World (**Annex L19-A**)

- Sing the song. Most children are familiar with this song. Otherwise, play the video of the song retrievable from <http://www.youtube.com/watch?v=7jiaU0xbOKs>
- Point to some of the lyrics of the song; ask,
 - What does it mean by “It’s a small world”?
 - What does the phrase “there’s so much that we share” mean? What are we sharing? Who are we sharing with?
- Explain that although we live in different places, eat different types of food and do different things, we share natural resources such as water, air and sunlight.
- Talk about how important it is for us to take care of the earth and discuss ideas on how to reduce, reuse and recycle materials so that everyone on earth continues to enjoy these common resources.



Lesson Proper

- Read the story “Rubie and the 3Rs” (**Annex L19-B**) and ask the children to listen for ideas in the story that they can do to help preserve the earth’s resources.
- On the second reading, highlight the following:
 - *Rubie is environmentally friendly – What does this mean?*
 - *What are the 3Rs mentioned in the story?*
 - *How are the 3Rs related to Rubie?*
 - *Rubie loves cleanliness – In what way is this related to the 3Rs*
 - *She wears a saucepan-hat – Why can’t she go buy a proper hat?*
 - *She uses bottle caps as buttons – Why doesn’t she use proper buttons?*
 - *She gives new life to old and unwanted things around her – Why does she need to do this? Why doesn’t she just throw them away?*
- After reading the story, brainstorm with the class a list of ways that they can help reduce, reuse and recycle some old newspaper, magazines, a plastic bag and a plastic bottle. Have them think about how their family members or other adults use these materials. Ask, how do you think Rubie would use the newspaper, a plastic bag and a plastic bottle? For example,
 - *Newspaper and magazines –*
 - > Reduce: Read news via the internet; read them at the library
 - > Reuse: Use them to wrap fragile things or soak up spills
 - > Recycle: Bundle them up for the rag-and-bone man; shred them to make recycled paper
 - *Plastic bags from grocery stores –*
 - > Reduce: Bring your own shopping bag
 - > Reuse: Bring them with you for your next grocery shopping
 - > Recycle: Use them as garbage bags, as gloves to pick up dirt, line areas to place sticky or oily things on

Refer to
<http://www.hdb.gov.sg/fi10/fi10333p.nsf/w/YOAmbassadorEco?OpenDocument>
 (under www.hdb.gov.sg/heartlandambassador, ‘Eco Crafts DIY’) for more information



Closure

Together in Harmony: Let's Recycle

- Place the plastic bottles, plastic bags and paper containers that you have brought to class in separate boxes and arrange them neatly on shelves in the art corner.
- Encourage the children to make stationery items, toys and ornaments out of these materials - Suggest some ideas, and work with them to make your own recycled items:
 - *Plastic bottles - flower vases or pots, wind chimes, music instruments (shakers, maracas, mini drums, etc.)*
 - *Paper/plastic bags – hand puppets (paper bags), gift wrappers/holders, party streamers*
 - *Paper cups – pencil/scissors holders; necklaces - cut them into different shapes and punch a little hole in the middle, thread them with a shoelace*
 - *Paper boxes – trays for germinating seeds (poke holes at the bottom and paint the outside of the box), gift/jewellery boxes*

More ideas are obtainable from

- <http://pinterest.com/susanmomof5/kids-crafts-recycled-materials/>
- <http://www.favecrafts.com/Earth-Day-Crafts/16-Recycle-Crafts-for-Kids#>
- <http://www.planetpals.com/ppreuse.html>

Annex L19-A**SONG****It's a Small World**

(Written by Richard M. Sherman and Robert B. Sherman)

*It's a world of laughter
A world of tears
It's a world of hopes
And a world of fears
There's so much that we share
That it's time we're aware
It's a small world after all.*

*There is just one moon
And one golden sun
And a smile means
Friendship to ev'ryone
Though the mountains divide
And the oceans are wide
It's a small world after all.*

Chorus:

*It's a small world after all
It's a small world after all
It's a small world after all
It's a small, small world.*

Annex L19-B
STORY
Rubie and the 3Rs
(by Melinda WY Eng)



In Planet Woka Woka, Rubie is the ambassador for the 3Rs – Reduce, Reuse and Recycle. She is environmentally friendly and simply loves cleanliness. Her handicraft skills are the finest in the universe, and she can make the most beautiful things out of seemingly unwanted items. Her philosophy is always to reduce first, before reusing and recycling. She always wears her famous inverted saucer-hat and buttons made from bottle caps!

Rubie's code words are "Reduce, Reuse and Recycle" which is 3Rs in short.

Here is Rubie's advice to his neighbours' children about 3Rs:

- Avoid food wastage
- Avoid the use of disposable products
- Buy things with simple packaging
- Reuse paper
- Reuse bottles
- Reuse plastic bags and containers for other purposes
- Use containers that can be washed

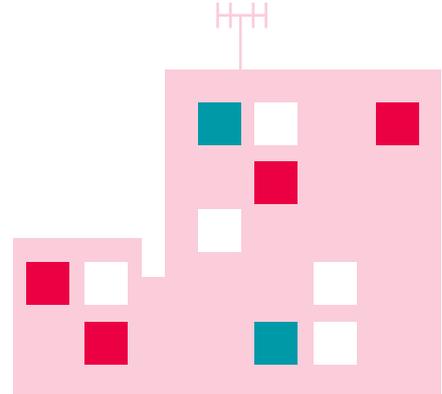
BE ECO-FRIENDLY

Clean Commuting

Objectives

Children will

- become aware of the positive impact of using the public transport and clean commuting; and
- learn that clean commuting is an eco-friendly practice.



Resources/ Preparation

- Rhyme “Engine, Engine, Number Nine”

Engine, engine number nine

Going down the MRT line.

Seeing it go from town to town,

Bringing people all around.

- Photographs (or toy vehicles) of a bicycle, a motor bicycle, a private car, a taxi, a school bus, a public bus and the MRT train
- 2 trays for sorting purposes
- Enlarge (to A4 size) and print pages of “How We Get to School” - **Annex L20-A**



Tuning In

Going Down the MRT Line

- Recite the rhyme “Engine, engine number nine”.
- Ask the children how they came to school – walk, on the bicycle or motor bicycle, by car, by bus, by taxi, by the LRT or by the MRT line.
- List the modes of transportation on the whiteboard as the children mention them and place a tick under it. If the mode of transport is mentioned a second or more times, add the ticks accordingly:

walk	bicycle	motor bicycle	car or taxi	bus	MRT/LRT
√√√√	√	√√	√√√	√√	√√



Lesson Proper

Composing a New Rhyme

- Group class by the mode of transport that they came by.
- Have each group recite the rhyme “Engine, Engine, Number Nine” to include the mode of transport that they used to arrive at school:
 - *Those who came by the MRT recite the rhyme as it is written*
 - *For those who came by the LRT, substitute “MRT” with “LRT”*
 - *For those who came by bus, ask for the bus number, and change the word “nine” to the number of the bus the child/ren took, and change “the MRT line” to the road name or street number where they alighted*
- For those who walked to school or came by bicycle, ask the class how they should change the rhyme to suit them. Explore with the children the following:
 - *The need to change the word “engine” – why can’t we use the word engine for “walking” or “cycling” to school?*
 - *The need to leave out “number nine” – Do we need a number? Why? Why not?*
 - *What other words should be used for “Seeing it go from town to town” – Why should we choose this word? What does the word tell us?*
- In the process of composing the new rhyme,
 - *Discuss about the benefits of walking or cycling to school with their parents or guardians*
 - *Compare the difference between walking and cycling and the other modes of transport*
 - *Introduce the phrase “clean commuting” and explain what it means:*
 - > Travelling without the need to use fuel/petrol/gas
 - > Help reduce air pollution so that the air is cleaner for everyone
 - > Help reduce traffic jams on roads
- A possible version for the new rhyme:

Walking, walking with my mum (or dad, grandmother, etc.)*

Down (the) Street ... (or the name of a nearby street)

Free of exhaust fumes everywhere,

Breathing in the nice fresh air.

**substitute with “cycling”*

- Have everyone learn the rhyme together before getting the group of children who walked or cycled to school, to read it on their own.
- Everyone will recite the rhyme and walk to the rhythm around the room the final time, each group reciting their own rhyme.
- Add a drum or claves to play the rhythm of the rhyme so that everyone will recite and walk to the same tempo.



Closure

How We Get to School

- Have the children choose the relevant activity sheet (note icon at the bottom right of each sheet) which you have enlarged and printed from **Annex L20-A**.
- For the children who can read and spell, they can fill in the blank. The children who are still learning to spell can draw a picture in the blank provided. They can do both if they wish.
- Encourage the children to take a photograph to show how they travelled to school, bring it back to school and paste it onto the empty space provided below the activity sheet.
- Make a class scrapbook entitled "How We Get To School". The scrapbook can be displayed in the class library for the children to browse and read.

Annex L20-A
ACTIVITY SHEET
How We Get To School

How We Get To School

I to school



How We Get To School

I ride a to school



How We Get To School

I ride a to school



How We Get To School

I take a to school



How We Get To School

I ride a to school



How We Get To School

I ride a to school



NOTES

